

The Alice and Jerry Basic Readers
Reading Foundation Series

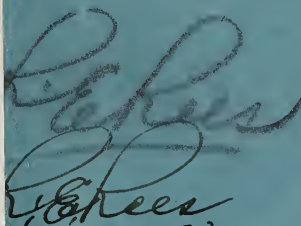
GUIDEBOOK
FOR TEACHERS
on Initial Stages of
Reading Readiness

to accompany

Here We Go

and

Over the Wall

Handwritten signatures of Alice and Jerry in blue ink, appearing over the publisher's name.

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The Alice and Jerry Basic Readers
Reading Foundation Series

GUIDEBOOK
FOR TEACHERS
on Initial Stages of
Reading Readiness

BY

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READING FOUNDATION SERIES

Materials Comprising the Reading Readiness Program
for The New Alice and Jerry Basic Readers

FIRST YEAR READINESS TEST—I (free where The Alice and
Jerry Books are used basically)

HERE WE GO, Diagnostic Reading Readiness Book

OVER THE WALL, Developmental Reading Readiness
Book

FIRST YEAR READINESS TEST—II (in preparation; free
where OVER THE WALL is used basically)

PICTURE CARDS—(63 pictures, 6½" by 9", for use with
HERE WE GO and OVER THE WALL)

TEXTFILMS (Filmstrips, 35 mm.)

I Live in the City

I Live in the Country


Tell Another Story

Away We Go

Animals to Know

GUIDEBOOK FOR TEACHERS ON INITIAL STAGES OF READING
READINESS (free with basic orders)

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PART ONE

Purposes of

HERE WE GO, OVER THE WALL, and the Accompanying Guidebook for Teachers

Here We Go, Over the Wall, and this accompanying *Guidebook* have been prepared to serve two purposes: First, to provide the teacher with a systematic program by means of which she may acquire an *understanding* of certain developmental needs of children who may or may not be generally ready for "book-type" reading activities. Second, to provide the teacher with a program of systematic *guidance* in terms of individual strengths and weaknesses.

Kindergarten and primary teachers are supersensitive to the fact that at the present moment *reading readiness is a focal problem*. They are supersensitive, likewise, to the responsibility which is theirs to develop the right kind of reading readiness. The authors of *Here We Go* and *Over the Wall* offer specific help at this point by developing a double-barreled program. The first part of the program deals with defining the problems involved, or understanding the child before teaching him; the second part of the program deals with developmental activities in terms of individual needs. In short, every effort has been made to show how the philosophy that *teaching is guidance based upon a thorough-going analysis of pupil needs* can be put into actual practice.

What Is Reading Readiness?

Reading readiness is a term commonly used to denote a general mental, emotional, and physical preparedness for reading activities. Reading readiness is, therefore, an important concept for teachers at all levels as well as for kindergarten and first-year teachers.

Since reading is primarily a complex thinking process, emphasis has in the past been placed largely on mental readiness. Discussions of the development of the whole child, coupled with accumulated scientific investigations, have broadened professional concepts of readiness to include the emotional and physical as well as the mental.

The first concern of the master teacher is that of capitalizing on the "wanting-to-knowness," or curiosity, of the learner. Although the importance of understanding the mental and physical needs of the learner probably cannot be over-emphasized, it is equally significant to note that readiness, to a degree, can be inspired by a believing teacher and by a schoolroom environment made attractive with the things in life that instill a deep appreciation of beauty.

Recognized as a significant element in the concept of reading readiness is the physical well-being of the learner. Investigation of this phase of the problem has carried workers into the study of the educational implications of such factors as nutritional deficiencies, glandular disturbances, toxic conditions, bacterial infections, and hearing and seeing deficiencies. It is clear, then, that the present concept of readiness has been established on three fundamental bases: mental, emotional, and physical.

Basic Factors in Reading Readiness

1. Attitudes. A desire to learn, or a wanting to know, on the part of the child can be assumed. Then, the first factor—attitudes—is one that the teacher can do something about. Attitudes of approach rather than of withdrawal can be developed when individual differences are capitalized upon, when the child is guided by an informed and inspired teacher, and when he is challenged by materials that are attractive, meaningful, and worth while.

An important element in building attitudes is well-founded success. Success in developing a readiness for reading is not achieved by being "glowed at," it is not achieved by being pitied, and it is not achieved simply by mastering the mechanics of the process. An emotional well-being is born of a feeling

of worth-while accomplishment. It is for this reason that guidance also involves making the learner aware of small increments of growth.

2. Concept of reading. It is highly important that the concept of reading for meaning should be evolved from a number of successive and challenging experiences with reading activities. Not the least of these experiences should be the reading of pictures. It is only natural that the child's first contact with reading should be with pictures, for this is a convenient transfer from real to vicarious experiencing. Following this transfer to reading pictures, systematically graduated experiences in which word forms begin to take on meanings can be acquired so that a desirable concept of reading can be evolved. This is another factor the teacher can do something about.

3. Background of experience. Since reading is a process of purposeful experiencing, it follows that reading involves taking something *to* the printed page.

Case records on children admitted to reading clinics indicate clearly that some read haltingly and without understanding because the vocabulary of the reading materials does not call forth images, or pictures, within the experience of the child. For example, one child did not know the meaning of *meadow* and *brook* although she knew what *pasture* and *creek* meant. In many instances, the first-year teacher is confronted with the problems of children who come from homes where children's books are nonexistent, where they are "sheltered" by over-indulgent parents who do much of their thinking, where vacations mean just so many more days of confinement at home, or where a foreign language is spoken. In other instances, the pupils may be mentally immature. Pedagogically to force these children into situations for which they are unprepared often means failure.

The comprehension of reading materials depends to no small degree upon the learner's experience background and the use to which this experience is put. It is for this reason that in a program of activities for the development of readiness for reading there is a heavy emphasis on the building of experiences, both real (that is, trips and science projects), or vicarious (that is, storytelling, informal discussions, view-

ing pictures and stereographs, reading of stories and informative selections by the teacher, talks by community workers, and motion pictures).

4. Experience with literature. Every child has the right to claim his literary heritage, especially if he is to acquire the habit of reading for "fun" as well as for information. Children vary widely in their emotional development, and this must be taken into consideration along with mental and physical growth. For example, a few children may be able to enjoy nothing more than picture tales, such as *Angus*; some may be challenged by Mother Goose nursery rhymes; others by "The Gingerbread Boy" and other fanciful stories at that level; while a few may enjoy "Hansel and Gretel." To meet this situation, the teacher has the problem of providing opportunities for rich experiences with (not memorizations of) children's literature in a manner that recognizes variations in individual development.

5. Vocabulary. Other things being equal, the development of vocabulary and facility of language expression is one of the major instructional jobs of the teacher during the development of readiness for reading. In view of this, the activities in connection with each unit of *Here We Go* and *Over the Wall* should emphasize development in this respect. In the beginning, at least, a child's reading vocabulary cannot exceed his speaking, and possibly his listening, vocabulary; therefore, every opportunity must be extended to increase his knowledge and use of words.

6. Development of concepts. A *concept* is a group of ideas; hence, concepts are developed through accurately interpreted experiences. If ideas are to be associated with precision and accurate relationships are to be perceived, then refinement of concepts is the first order of learning. Teachers have long been aware of certain pupils who anticipate gross meanings readily but who arrive at inaccurate concepts. These are the pupils who may say *puppy* for *dog*, *kitten* for *cat*, and the like. When the difference between *dog* and *puppy* is called to their attention, the reply is sometimes, "Oh, I never thought of that!" Although such errors may be due in part to meager experiences, there is considerable evidence to show that in

beginning reading activities, as well as in later years, inaccurate comprehension is frequently caused by erroneous concepts or by lack of refined concepts.

Control over multiple meanings of words is another important element to be considered in the refinement of concepts; therefore, this again revives the need for vocabulary development through which meanings rather than forms are stressed.

A stock of fairly accurate concepts is a prime prerequisite for successful reading achievement. A substantial percentage of children in the city may be expected to have only hazy ideas about country life. And on the other hand, children in rural areas may have little understanding of city busses, trolley cars, policemen, firemen, delivery trucks, and the like. Since many of the units of study in the first year deal with transportation, shelter, sources of food and clothing, community workers, and the care of pets, it behooves the teacher to take steps to insure the development of well-defined concepts in these areas. Without these experiences—either vicarious or real—the child can take little to his reading and, therefore, is handicapped in his efforts to acquire understanding. And when meaning ceases to play the paramount role, reading degenerates into aimless and colorless word-calling.

7. Carrying a sequence of ideas in mind. If anticipation of meaning as reflected in rhythmical and efficient reading is to characterize the pupil's behavior, then he must have sufficient mental maturity and experience in handling ideas to carry the thought sequence in mind. Although the teacher can do little to improve memory span (which is usually conceded to be a basic mental capacity), she does have the responsibility of providing experiences with sequences of ideas or events.

8. Perception of relationships. Of first concern to the teacher is: Has the pupil acquired an adequate background of experiences to bring to the printed page? A second concern is: Has the pupil sufficient maturity to associate ideas gained from these experiences and to perceive relationships? Without the ability to perceive relationships, reading activities may deteriorate into purposeless word-calling, resulting in a dislike for reading.

9. Organization and classification of ideas. Throughout the developmental activities in *Here We Go* and *Over the Wall*, emphasis has been placed on attitudes and meanings rather than on the mechanics of reading. One of the important aspects of any developmental program in language is the ability to organize and classify ideas and concepts. Through selected activities the pupil is taken from the classification of objects to the classification of items at a symbolic level.

10. Auditory discrimination. Upon entrance to school there are always a number of children who evidence inaccurate auditory perception by mispronunciations and by slurring across phrases as though they were single words. Beginning with the level of the learner, the development of this ability, then, becomes another important instructional job for the teacher. In view of this, certain developmental units have been set up in *Here We Go* and *Over the Wall* to provide experiences with accurate pronunciation and to stimulate the development of accurate perception of the sounds of words. The major objective in this respect is the development of the ability to make auditory discriminations.

11. Speech habits. Speech habits as a factor in readiness for reading are of importance in that they modify the accuracy of the kinesthetic imagery (that is, through the organs of hearing and of speech production). In addition, faulty habits such as baby talk may provide a clue to the level of emotional maturity. Although many of the common speech difficulties are functional and therefore are the responsibility of the teacher, some speech handicaps such as nasality, cleft palate, hoarseness, and tongue-tie, require the attention of a health specialist. Stammering and stuttering may need analysis and correction by a specialist in speech. A child cannot be taught to read or be entirely prepared to engage successfully in reading activities by correcting his speech difficulties, but it is important that this phase of his language development should receive attention.

12. Visual discrimination. The ability to make visual discrimination between word forms, by attending to general form or configuration, and by focusing attention on details, has been conceded generally as one important factor in readi-

ness for initial reading activities. It should be pointed out, however, that a pupil may be able to make these discriminations between word forms but, for other developmental reasons, still be unable to achieve success in reading. In other words, this ability may be one of the lowest levels for reading because other important aspects of reading involving higher thought processes (carrying a sequence of ideas in mind and perceiving ideational relationships) are not necessarily brought into play. On the other hand, a pupil may be able to achieve in reading readiness activities involving higher language processes and still be unable to discriminate between word forms.

By sampling into this ability to discriminate, a teacher can secure greater understanding of the strengths and weaknesses of each individual. Other things being equal, it is important that the teacher should not just wait for this ability to develop; instead, experiences should be provided for the definite development of visual discrimination.

In *Here We Go* and *Over the Wall*, the pupil has been guided carefully and systematically through experiences with noting likenesses and differences between gross forms or configurations, with noting certain detailed changes in external forms, with noting details, and finally with noting likenesses and differences between word and number forms.

13. Left-to-right progression. Among the mechanical factors in reading, the habit of viewing both sentences and words from left to right is probably the most important. Since inaccurate habits of perceptual attack lead to considerable confusion in reading for some children, it is important that the development of this type of behavior should be forestalled. This can be done, largely by adequate first teaching.

14. Memory span. Since reading is a thinking process, it is a foregone conclusion that a certain level of mental maturity is essential to success with activities involving reading. Memory span—auditory or visual span—is one index to mental capacity. Memory span as a factor in readiness for reading is probably beyond the responsibility of the teacher. It is the teacher's concern, however, to see that by means of concentration activities the most is made of the child's inherent capacity. But first, it is the teacher's obligation to take steps

to gain further understanding of the pupil's difficulties in this respect by means of standardized tests of reading readiness or of intelligence. If the child is not mature enough to profit from reading activities, he should be guided into other types of worth-while activities. On the other hand, some children who have been classed as "dullards" have physical or emotional handicaps which, when corrected, permit normal progress.

15. Emotional and social adjustment. Among the many adjustment problems of pupils with which the teacher of primary children must concern herself are those of independent work habits, co-operation, purposeful activity, and concentration. In view of this, a systematic program for the development of readiness for independent activity involving reading must provide for sequential experiences in terms of learner needs. In the main, the ability to give sustained attention to an activity and the ability to plan an effective independent attack on a given problem will be natural outcomes of other learnings. When the materials fail to challenge the learner because they require meaningless tracing or cutting and pasting, or because they are drab and uninteresting, this objective is unlikely to be attained. Not infrequently pupils acquire unfortunate work habits, depend too much on the teacher, bother other children in the group, and present similar problems if they have not been prepared adequately for the immediate activity. In brief, one of the major factors in readiness for reading about which the teacher can do something is emotional and social adjustment.

Cautions on the Use of *Here We Go* and *Over the Wall*

If sound educational principles are to be observed, it is important that the following cautions be respected:

1. *Here We Go* and *Over the Wall* are not workbooks as that term is usually defined; instead, they have been designed to serve as the stimulus for delightful and worth-while experiences which will contribute to reading readiness.

2. *Here We Go* and *Over the Wall* have not been designed for use as busy work for the in-between recitation period; instead, every effort has been made to provide activities which merit development under careful guidance of the teacher.

3. *Here We Go* and *Over the Wall* have not been designed to fulfill all requirements for a complete reading readiness program; instead, they have been designed as the center of such a program with the *Guidebook*, or Manual, to provide the specific details of procedure and development. Even then, many other valuable experiences for the child will be denied him unless there are included in the total school program other activities in science, music, art, rhythm, and the like, not directly related to reading. There is a danger in over-emphasizing reading as was done with arithmetic in the primary grades until recent years.

4. *Here We Go* and *Over the Wall* are not self-teaching devices; therefore, the children should be thoroughly prepared for the activities before the development of each unit.

5. *Here We Go* and *Over the Wall* have not been designed as a means of regimenting childhood; instead, numerous ways and means have been suggested for the identification and care of individual differences.

6. *Here We Go* and *Over the Wall* have been designed to carry only one phase of the burden of a readiness program; hence, they should be used only with the *Guidebook*, which is furnished free to teachers. Even then, the teacher should not become a slave to the *Guidebook*, for it is suggestive only; she should use it as a guide, as a source of stimulation, and as a reference to more comprehensive writings on specific topics.

The Suggested Procedure

The chief purposes of *Here We Go* and *Over the Wall* are to provide the teacher with a more thorough understanding of the strengths and weaknesses of individual pupils and to establish a core program for the development of reading. If the pupils enjoy, are challenged by, and are successful with the activities in *Here We Go* and *Over the Wall*, then there is probably little doubt that they are ready for succeeding books in THE ALICE AND JERRY SERIES.

The following is the suggested procedure:

1. Give the First Year Readiness Test—I to all first-grade entrants. This test is furnished free to schools using THE ALICE AND JERRY BOOKS basically.

2. Those pupils whose scores place them in the high or very high groups should begin at once with Preprimer I, *Skip Along*, according to the program outlined for superior groups in the *Preprimer Guidebook for Teachers*.

3. Those pupils whose scores place them in the average group should use the Diagnostic Reading Readiness Book, *Here We Go*. Through the use of *Here We Go*, it will be possible to determine whether particular members of the group show weakness in any of the major factors of reading readiness. If such weakness should be apparent, full use should be made of the pertinent activities outlined under **Further Developmental Activities** at the close of each unit in this *Guidebook*. Otherwise these Further Developmental Activities may be omitted. Average groups should complete *Here We Go* in approximately six weeks.

4. Those pupils whose scores place them in the low or very low groups should use *Here We Go* and participate in all the Further Developmental Activities suggested at the close of each unit in the *Guidebook*. They should then begin at once with *Over the Wall*. The purpose of this book is:

A. To provide similar, but not identical, activities to those of *Here We Go* in order

a) to give pupils the opportunity for initial success in new activities

b) to judge the development which has taken place as a result of the activities of *Here We Go*

B. To provide many new and interesting reading readiness activities beyond the scope of *Here We Go*

C. To assure for slow pupils a gradual, thorough, and successful introduction to reading

Immediately upon completion of *Over the Wall*, such pupils should be given the First Year Readiness Test—II, which is furnished free to schools using *Over the Wall* basically. Those pupils whose scores place them in the average group should begin at once with the First Preprimer, *Skip Along*, according to the program as outlined for average groups in the *Preprimer Guidebook*. Those pupils whose scores still place them in the low group should begin with the First Preprimer, *Skip Along*, according to the program outlined for Immature Groups in the same *Guidebook*.

PART TWO

Unit Plans for the Diagnostic Reading Readiness Book HERE WE GO

INTRODUCTION

Major Factors with Which This Introduction Is Concerned

1. The pupil's general background of information
2. Oral language development: the pupil's ability to express ideas in simple sentences

Procedure

Preparation. I was glad to see how many of you went to the library table this morning. There are some good books on that table. Which books did you like best? (Give the children a few minutes to talk freely about the books they liked best. Let those who wish to do so get some book to show the group.)

It is fun to look at books, but I know something that is even more fun. Do you know what that is? It is having a book that is all your own. I like all books, but the books that are my own I like best. I have some books here this morning. I wouldn't be surprised if I had one for each of you. (Hold up a copy of *Here We Go*.) The name of this book is *Here We Go*. (Move hand from left to right under title.) I don't know yet where the boys and girls in this book are going, but they certainly are going somewhere. I suppose that is why the book is called *Here We Go*. What do you think the boys and girls are looking for? What is behind that fence? Do you like the cover? What color is it? (Leaf through the pages so that the children may see.) Would you like to have a book so that you could see the pictures for yourself? I wonder if I have enough books for all of you. If someone could count

the boys and girls in our group, we could find out how many books I would have to have. Who knows how to count? (It is safer at this stage to have the child who is counting touch each child as he counts. Give whatever help is necessary.) There are nine children. I wonder if I have nine books. Who will count the books? Yes, nine books. Have I enough books? (Give each child a book and allow several minutes during which the children are free to look at the pictures and to talk about those pictures which particularly interest them. Appraise each pupil's oral language habits and the breadth of his experience background.) My, but you have found many interesting pictures — rabbits, airplanes, boats, and even a clown! We are going to read these pictures just as Father and Mother read the pictures in the newspapers or magazines. Won't that be fun?

Developmental activities. a) *Technique of handling a book.* If we are going to have these books for our own, we must take good care of them. We should know how to hold the book and how to turn the pages. Would you like to know how to do that? (Sit in a chair facing the same direction as the children are facing.) This is my left hand. (Hold up your left hand.) Can each of you find your left hand and hold it up? (See that every child is holding up his or her left hand.) I hold my book with my left hand. (Illustrate how this is done and see that each child is holding his book correctly.) My other hand is my right hand. I turn the pages with my right hand. I turn the pages from the top corner. Watch and see how I turn the pages. Can you do that? (Have the children turn several pages. Watch to see that each child is doing it correctly.) You know how to take care of books. You are turning pages so nicely.

b) *Association of meaning with symbols.* Here is a place on this bookshelf where we are going to keep our books. But if I were to put the books there now, I am afraid that I would not know which book belonged to John, and which to Mary. That would be too bad because we all want our own books. Can you think of something I could do so that I will know which is Mary's book and which is John's? (If the children suggest other ways besides writing their names on the books,

say, "Yes, but I can think of a better way," until someone finally suggests the idea of the names.) Writing names is the best way of all. If I write Mary's name on her book, then tomorrow I can read what I have written. I will know that it says *Mary*, so that book must be Mary's. (Let the children gather round while you write the name of each child on the front cover of his book in manuscript writing in letters as large as possible.) What does this name which I have written on your book say, Mary? Take a good look at it. Then you will know it when you see it tomorrow. Now you may put your book on the shelf because I will know that it belongs to you. (Continue until all the books are put away.) Someday you will be able to write your own names and to read them after you have written them. Won't that be fun?

Diagnosis of Pupil Responses

1. Which pupils have a meager background of experience?
2. Which pupils show poor oral language development as evidenced by:
 - a) failure to enter into group discussion
 - b) the tendency to talk in single words or phrases instead of in sentences
 - c) the tendency to run words together and talk in language patterns such as "gointogo" for "going to go"
 - d) inability to make certain speech sounds
 - e) a foreign language handicap
 - f) the tendency to use slang and incorrect English
3. Which pupils give indications of being left-handed?
4. Which pupils show poor motor control as evidenced in their handling of books?

Further Developmental Activities

The most that can be expected from the introductory procedure as outlined above is a very general and inadequate appraisal of pupil abilities. It may be no measure at all of the abilities of certain pupils who are too timid at this time to enter into group activities. Therefore, no specific develop-

mental activities to meet the needs of individual pupils can be listed. The most this introduction can do is to indicate to the teacher how this Diagnostic Reading Readiness Book can be used more effectively. If, in leafing through the pages of *Here We Go*, you find that certain pupils are unfamiliar with common items and ideas represented in the pictures, keep these pupils in mind when the time comes for Units 2, 3, and others, where the particular emphasis is upon determining the individual pupil's background of experience. Pupils with faulty speech habits should receive the major amount of attention when the time comes for Units 16, 19 and 23. Pupils who give indications of being left-handed should be carefully watched when the activities call for training in left-to-right progression. Pupils who have poor motor control may need extra help in initiating correct habits of holding a book and turning pages. In short, this introductory procedure will indicate to an alert teacher certain weaknesses which need more careful study. It will likewise indicate which units in *Here We Go* need particular emphasis with particular pupils.

As a means of evaluating pupil growth, it is suggested that the teacher keep an individual guidance record showing the strengths and weaknesses of individual pupils. Reference to this guidance record will furnish a subjective measure of pupil growth in succeeding units of *Here We Go*.

UNIT I

Here We Go (page 1)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of information about common animals and toys
2. His ability to identify in a picture certain common animals and toys
3. His oral language ability

Procedure

Preparation. I found a way by which I could be sure that each of you had your own book. What did I do? I wonder how many of you will know your names when you see them. (Hold up the books one at a time showing the name on the cover. If a child remembers his name, compliment him. If a child does not recognize his name, tell him and trace his name with your finger while he watches. Assure him that he will remember his name by tomorrow. *Do not turn this activity into a reading exercise. Its purpose is not word recognition but rather to impress the child from the beginning that there is a reason for, and meaning in, both reading and writing.*)

(Face in the same direction as the children are facing and hold up your left hand.) This is my left hand. Will each of you hold up your left hand? Remember, we are going to hold our books in our left hands. Show me how to hold your books. (See that each child is holding his book correctly.) This is my right hand. I turn the pages with my right hand. I turn them from the upper right-hand corner. (Illustrate the correct way. Give the children a few minutes of practice in turning pages. Caution: Definitely left-handed pupils and pupils who have not established hand preference may acquire these habits more readily if permitted to hold the book with the right hand and turn the pages with the left hand. The teacher should always be on the lookout to provide guidance which will permit the learner to adjust with a minimum of confusion.)

Now close your books again. The first page in your book is page 1. (Write 1 on the board.) This is the number which says *one*. You will find Number 1 at the bottom of the page. (Illustrate by holding up a book and showing the page number.) Now, can you hold your book in your left hand, turn the cover page with your right hand, and find page 1? (Give help if necessary. Be sure each child finds his own place.)

Developmental activities. Do you remember the name of our book? Yes, *Here We Go*. We call the name of a book the title. Up here it says *Here We Go*. (Move hand from left to right under the title.)

Here are a boy and a girl who certainly are having a good time. It is fun to meet new boys and girls, isn't it? I know the names of this boy and this girl because I read some stories about them. The boy is Jerry, and the girl is Alice. I wonder if all these toys and animals belong to them. They must have a good time if they do. Whenever I go to new places I always see a great many things which I have seen before. Then I say, "Oh, I know what that is. I have seen that before." In this picture do you see some things which you have seen before? What are they? (Allow several minutes for free conversation about the familiar items in the picture.) But if I see something which I have never seen before, I always say, "What is that? What is it for?" I always ask many questions because that is a good way to find out about things. Maybe there is something in this picture which you have never seen before. If there is, don't forget to ask about it. (Allow several minutes for this and encourage the children to ask about anything in the picture which they have never seen before. Watch for evidence of lack of experience background.) I am sure that we are going to have a good time with Alice and Jerry and all these toys.

Can you count as you put your book away? Jane will put her book on the shelf first. We will count, "One," for Jane's book. Then Mary will put her book on top of Jane's. We will count, "Two," for Mary's book. When we are through we will know how many books there are and how many children there are. How many books did we put away? Then how many children are there in our group?

Diagnosis of Pupil Responses

Which pupils give indications of

1. A limited background of experience as shown by their inability to identify common animals and toys?
2. Poor language development as shown by their tendency to talk in words and phrases instead of in sentences?
3. Inadequate social adjustment as indicated by timidity, tenseness, tendency to be distracted, or lack of interest?

Further Developmental Activities

There will probably be few children in the average group who cannot identify the toys and animals represented in the pictures. The following developmental activities are intended for the slow group and for individuals in the average group who may need further help. They are to be used to extend information, to clarify concepts, and to help develop sentence sense.

1. **A toy show.** Have a general discussion period in which the pupils can talk freely about toys they have at home. Stimulate the suggestion that the toys can be brought to school for a Toy Show. Be sure that the toys shown in Unit 1 are included. Be sure, also, that pupils with a limited experience background have an opportunity to handle and play with these toys. To stimulate the habit of talking in sentences, play several simple games, such as, "A Toy for You." Have a child stand with his back to the toys and one hand extended behind him. Another child hands him some toy. The first child must name the toy he has been given and tell what he can do with it. For example: "John gave me a drum. I can beat the drum." Capitalize upon the educational value of such activities. Do not allow them to deteriorate into formal routine.

2. **Animals and pets.** The animals shown in Unit 1 are common enough so that all children in the group can become familiar with them. Pupils may bring their kittens, puppies, or rabbits to school, or the group may go to some child's home to see his pet. Squirrels can be observed in the trees near most schoolrooms. Encourage the children who have pets to tell where their pets live, what they eat, what they are good for, etc. If possible, have a pet in the schoolroom which the children can observe and care for. Play simple games to stimulate sentence sense, such as, "Guess Who." "My pet can hop. He has two long ears. What is he?"

3. **Picture cards.** If the picture cards which are supplementary equipment for this Diagnostic Reading Readiness Book are available, they can be used to develop various abilities.

a) *Identification and description.* Place cards (Numbers 11, 13, 15, 32, 37, 39, 53) on the chalk rail. Have a pupil choose a card and tell something about that animal or toy: "This is a parrot. A parrot can talk."

b) *Concentration activities.* Have one child be the man in the Pet Shop. Have another child call on the make-believe telephone and order two or three pets. The storekeeper must repeat the order in the right sequence and fill the order by using the cards.

UNIT 2

Country (pages 2-3)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of information about country life
2. His ability to identify in a picture animals and objects commonly seen in the country
3. His oral language ability. (All units in this Diagnostic Reading Readiness Book are concerned with the developing of oral language ability. It is always a major consideration, but will not be listed from now on.)

Procedure

Preparation. Have you ever been away from home on a long trip? Maybe you went on the train. Maybe you went in Father's car. Maybe you even stayed away from home all night. Did any of these things happen to you? Tell us about it. (Allow several minutes for free conversation, encouraging the children whose oral language development is poor to talk in sentences rather than in phrases or single words.) We are going on a trip this morning. You don't always have to go on a train or in a car to go traveling. You can go traveling through pictures. We will sit in our chairs and still go traveling. Won't that be fun?

Developmental activities. I wonder how many children will know their names when they see them this morning. (Distribute the books as suggested in the previous lessons.)

Today we are going to look for this page in our books. (Write 2 on the board.) What does the number say? Jack thinks it says *two*. Let's count and see if Jack is right. (Write 1 before the 2 on the board. Have the children count as one child points to the numbers 1, 2.) Was Jack right? Yes, the page we are going to look for is page 2.

Can you hold your book correctly and turn the cover page and the next page until you come to page 2? Be ready to show me the number at the bottom of the page. (See that each child holds his book and turns the pages correctly.) If this page is page 2, I wonder what the next page is? Yes, page 3, because 3 comes after 2 and our picture covers both pages.

I am sure that you know where we are going when you look at this picture. Yes, of course, to the country. Right up here it says *Country*. (Move hand from left to right under title.) This is the name of the picture. We call the name of a story or a picture or a book, the title. The title of our picture is *Country* because that is what the picture is about. (Again, *this is not a word recognition exercise*. It is simply impressing upon children the idea that printed symbols have meaning.)

I know that we are going to have a good time on this farm. Do you see any people you know? I do. Of course, here are Alice and Jerry. Where is Alice going? What is Jerry doing? I think he is helping his grandmother. Where is Grandmother? I am sure that Alice and Jerry and Grandmother will be glad to see us. I wouldn't be surprised if they told us to run all over the farm and see all there is to see. Suppose we look for the things we know about first, the things we have seen before. Come on, John. Where are you going and what are you going to see? (Give each child a chance to tell where he would go and what he would see. Work for sentence expression with the less mature pupils, and for a coherent sequence of sentences with the more mature.)

But you know what I told you. Whenever I go to new places, I always see some things which I have never seen before. Then I begin to ask questions: "What is that called?" "What is that for?" Do you see some things in this picture which you have never seen before? You had better ask

questions if you do. I have a question. John said there was a load of hay on that big wagon. What is hay, John? What does a farmer use it for? (Stimulate the children to ask questions; note which items in the picture are unfamiliar to individual children. Explain in as simple a way as possible the names and the use to the farmer of such items as silo, water tank, and windmill.)

We have had a good time at the farm this morning. Perhaps some day we can go to a real farm. Then we will know what to look for. We will look for the people, the animals, and the buildings we have seen in the picture, especially those we have never seen before. Which will these be?

Shall we count as we put away our books this morning? How many books? How many children?

Diagnosis of Pupil Responses

1. Which pupils have had little experience with farm life?
2. Which pupils cannot identify in pictures things commonly seen on a farm?
3. What particular features of farm life are unfamiliar to individual pupils?

Further Developmental Activities

1. **A trip to a farm.** There may be several pupils in both the average and slow groups who are unfamiliar with the country. For such pupils, nothing can take the place of a visit to a farm. It should be carefully planned in the light of the above diagnosis. With which features of farm life are the pupils thoroughly familiar? With which features do they need experience? Do not attempt an exhaustive study of farm life. It is not the number of concepts but the accuracy of concepts that is important at this time.

2. **Filmstrip.** If the school is equipped with a projector, full use should be made of the Row, PETERSON TEXTFILM, *I Live in the Country*. See page 215 for directions for using the Textfilm.

3. **Vicarious experiences through books and pictures.** Whether or not an actual visit to a farm is possible, vicarious experiences such as reading books, discussing pictures, and sharing experiences should be provided. The following books are suggested:

Barlow, Ruth C. *Fun at Happy Acres*. New York: Thomas Y. Crowell Co., 1935.

Hader, Berta and Elmer. *Cock-a-Doodle-Do*. New York: Macmillan Co., 1939.

———. *The Farmer in the Dell*. New York: Macmillan Co., 1931.

Lenski, Lois. *The Little Farm*. New York: Oxford University Press, 1942.

Nast, Elsa R. *A Farm Story*. New York: Harper & Bros., 1946.

The following activities are intended especially for slow groups:

1. **Sharing of experiences.** Oral language ability begins to grow when pupils have interesting experiences and an opportunity to talk about them. A conversation period should have a definite place in the program of every school day. Watch to see what the interests of the slower pupils are. When the conversation touches their interests, draw them into the discussion. To the extent that pupils grow in ability to express ideas in simple, well-constructed sentences, to that extent are they growing in readiness for reading.

2. **A stimulating school environment.**

a) Bulletin board display of pictures

b) Scrapbooks of mounted pictures

c) A frieze of farm life

d) Collections, such as farm products, etc.

3. **Picture cards.** Use Numbers 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 42, 43, 57, 59, 61, 63. Games similar to those in Unit 1 may be used with the following added suggestions:

a) *Identification and description.* "If I Had a Farm." Place cards of farm animals and buildings on the chalk rail. The first child chooses a card and says, "If I had a farm, I would have a silo. I would cut up corn and put it in my silo."

b) *Classification.* Cards may be classified as to farm animals, farm buildings, and people on the farm.

c) *Concentration activities.* "Add a Word." One child chooses a card and says, "I went to the farm and saw a horse." The next child chooses another card and continues, saying, "I went to the farm and saw a horse and a cow." The third child repeats what the first two children said, keeping the correct sequence, and adds an animal, a person, or an object which he saw. Continue until someone breaks the sequence.

This unit may take several days and require extensive development, depending upon pupil experience with farm life. *Do not go on to the next unit until development commensurate with pupil ability has taken place.*

UNIT 3

City (pages 4-5)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of information about city life
2. His ability to identify in a picture the objects commonly seen in a city

Procedure

Preparation. Do you remember the trip we took to the farm by picture? How would you like to go traveling again today?

Developmental activities. (Distribute the books as in previous lessons. Use those number experiences which enter naturally into the activity.) Today our page number is ———? (Write 4 on the board.) Do you know this number? Fred thinks it says *four*. Let's see if Fred is right. (Write the numbers up to 4 in a row in front of the 4 on the board. Have the children count, as one child points to the numbers.) Was Fred right? Did the number say *four*? Who will be the first one to find page 4? (Supervise carefully the holding of books and the turning of pages.)

Well, I am sure that we are not going to the country today. Where do you think we are going? To the city, of course!

Those big buildings and all those cars told you that, didn't they? This picture has a title, too. Can you find the title? It says *City* because the picture is about the city. What does the title say?

All aboard for the city! Here we go! Look for all the things you have seen before. Where are you going and what are you going to see? Come on, John, tell us. (Give each child an opportunity to tell where he is going and what he is going to see. Direct attention to signs on buildings, activities of people, types of stores, dwellings, factories, means of travel, playgrounds, etc.)

And now, let's look for the new things. Get ready to ask questions. I have some: "What is this? What is it for?" (Point to the fire plug in the picture. Stimulate the children to ask other questions. Clarify concepts in as simple a way as possible.)

Which trip did you like best? Maybe someday we can go to the fire station, or to the park, or to some of these other places. That will be fun, won't it?

Diagnosis of Pupil Responses

1. Which pupils have had little experience with city life?
2. Which pupils cannot identify in a picture the objects commonly seen in a city?
3. What particular features of city life are unfamiliar to individual pupils?

Further Developmental Activities

1. **Excursions.** There may be several pupils in both the average and slow groups who are unfamiliar with the city. For such pupils, nothing can take the place of actual city experiences. Even if pupils live in a city, they may have had few city experiences. Trips to busy downtown sections may be impossible, but trips can be taken to branch post offices, fire stations, libraries, parks, and to neighborhood stores. Such trips should be carefully planned in the light of the above diagnosis. With which features of city life are the pupils thor-

oughly familiar? With which features do they need experience? Do not attempt an exhaustive study of city life. Not the number of concepts but the accuracy of concepts is important at this time.

2. **Filmstrip.** If the school is equipped with a projector, full use should be made of the ROW, PETERSON TEXTFILM, *I Live in the City*. See page 215 for directions for using the Textfilm.

3. **Class visitation by city workers.** Have a fireman, a postman, a doctor, or other city worker visit the schoolroom for an informal conversation with the children.

4. **Vicarious experiences through books and pictures.** For pupils in rural communities, a trip to the city may be impossible. Vicarious experiences through books must suffice. The following books are suggested:

Brown, Margaret W. *The Little Fireman*. New York: William R. Scott, Inc., 1938.

Chute, Marchette. *Rhymes About the City*. New York: Macmillan Co., 1946.

Gilbert, Helen E. *Mr. Plum and the Little Green Tree*. New York: Abingdon-Cokesbury Press, 1946.

Lenski, Lois. *The Little Fire Engine*. New York: Oxford University Press, 1946.

Misch, Robert J. *At Daddy's Office*. New York: Alfred A. Knopf, Inc., 1946.

Puner, Helen W. *Daddies: What They Do All Day*. New York: Lothrop, Lee & Shepard Co., 1945.

Zolotow, Charlotte. *The Park Book*. New York: Harper & Brothers, 1944.

The following activities are intended especially for slow groups:

1. **Sharing experiences.** Each excursion should be followed by conversation periods in which pupils can share experiences. Watch to see what the slower pupils are particularly interested in. When the conversation touches their interests, draw them into the talk. Watch for signs of growth in oral language.

2. **A stimulating school environment.**

a) Bulletin board display of pictures classified as to city workers, means of travel, types of stores, etc.

b) Scrapbooks of mounted pictures—stores, means of travel, etc.

c) A frieze of city life

d) Collections of toys showing ways of travel, such as auto, train, bus, airplane, etc. Have the pupils suggest appropriate labels.

3. **Picture cards.** Use Numbers 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 55. Games similar to those suggested in Units 1 and 2 may be used. A few others are suggested.

a) *Identification and description.* "Choose a Card." Place picture cards on the chalk rail. A child chooses a card and says, "This is a fireman. He wears a rubber coat. He fights fires."

b) *Classification.* One child begins by saying, "I went on a visit. I saw a fire engine, and a fireman," etc. As she talks she picks up the appropriate cards; then she asks, "Where did I go?"

"Where Does He Work?" One child begins by saying, "I am thinking of a man. He has a store. He sells bread. Who is he?" The second child finds the card showing the groceryman and says, "You are thinking of a groceryman. A groceryman lives in the city."

c) *Concentration activities.* "What I Want to Be." One pupil chooses a card and begins by showing the card and saying, "I want to be a fireman. I would wear rubber boots." The next child continues, "You would wear rubber boots and a rubber coat." The third child adds another article of clothing. Continue until someone breaks the sequence.

This unit may take several days and require extensive development, depending upon pupil experience with city life. *Do not go on to the next unit until development commensurate with pupil ability has taken place.*

UNIT 4

Story Time (page 6)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of experience with children's literature

2. His ability to recognize in pictures certain characters from well-known children's stories and rhymes

Procedure

Preparation. I know something we all like — stories and rhymes. Do Mother or Father or your big brothers and sisters read stories to you? What stories do they tell you? Which stories do you like best? Who will tell the story he likes best? (Allow a few minutes for free conversation about the stories the children know and like. A good idea of their literary background can be gained by close attention to their replies.)

We are going to have the best time with our books this morning. We are going to find some pictures of people we know, that is, people we have met in stories. First, we will look at the pictures. Then we will try to guess the stories. I like guessing games, don't you?

Developmental activities. (Distribute the books as suggested in previous lessons.) This morning our page number is ———. (Write 6 on the board and proceed as in previous units. Watch the holding of books and the turning of pages. Allow a few minutes for free conversation about the pictures.)

(Distribute cardboard markers $1\frac{1}{2}$ inches by 8 inches. The use of markers, or liners, for certain beginners has been discussed extensively in the professional literature on reading. It is the opinion of the authors that the crux of the problem is that of individual needs. In typical groups of beginners there are some children who for one reason or another—such as faulty oculomotor control or undeveloped habits of concentration—may profit from the use of such “crutches.” The suggestions given in this *Guidebook* are for those children who, in the judgment of the teacher, need this additional help.)

This morning our pictures are in rows. This is the first row. (Hold up a book with the marker under the first row.) Can you put your markers under the first row? (See that every child's marker is placed correctly.) The next row is the second row. (Illustrate, and watch to see that every marker is placed correctly.) Now move your markers down under the third row. Shall we do it again? Put your markers under

the first row; now under the second row; now under the third row. This is the way we always read pages; we read from the top to the bottom. Now put your markers back under the first row. Which is your left hand? Hold it up so that I can see it. There are three pictures in this row. One picture is at the left side. We read that picture first. Can you find the first picture? (See that every child has the correct picture.) What is this picture about? Yes, it is about three little pigs. See them dance! Does that make you think of a story? Yes, "The Three Little Pigs." How many of you know that story? (Allow some child to tell as much of the story as he remembers. Take particular note of those children who do not know the story.)

The second picture is in the middle of this row. Can you find the second picture? (Proceed as with the picture of "The Three Little Pigs.")

Now, hold up your right hand. The third picture is at the right side. Find the third picture. Whom do you see here? What is the picture about?

(Proceed in the same manner with the second and third rows, emphasizing the fact that we begin with the picture on the left and move to the right. The pictures illustrate the following stories and rhymes.)

Row 1. "The Three Little Pigs," "The Gingerbread Boy," "The Three Bears."

Row 2. "Jack and Jill," "The Three Little Kittens," "Humpty Dumpty."

Row 3. *The Tale of Peter Rabbit*, by Beatrix Potter, *Winnie-the-Pooh*, by A. A. Milne, *Angus and the Ducks*, by Marjorie Flack.

We had a good time guessing these stories and rhymes. Which story do you like best? Which one shall I tell you in our story time this morning? (Show the children how to put a marker in a book the long way, with only a little of the marker showing when the book is closed.)

Shall we count as we put our books away? Come on, Mary, count for us. Your book will be Number 1.

Diagnosis of Pupil Responses

1. How many children are not familiar with the old folk tales?

2. How many children are not familiar with Mother Goose and other well-known rhymes, such as "The Three Little Kittens"?

3. How many children are not familiar with well-known modern children's stories?

Note: If further diagnosis of pupils who exhibit a very narrow or limited background of experience is desired, those pupils can be tested with certain standardized measures. The "Range of Information" section of the *Van Wageningen Reading Readiness Tests* provides a quick means of gaining an understanding of pupil deficiencies in this respect. A more nearly diagnostic appraisal can be secured by means of the *Sangren Information Test for Young Children*.

Further Developmental Activities

If any children in either the average or slow groups are unfamiliar with the indicated rhymes or stories, the teacher should begin at once to acquaint them with the rhymes and stories. *Do not go on to other rhymes, stories, or poems until pupils are thoroughly familiar with those indicated in this unit.*

1. The Story Hour. Nothing can compensate for lack of experiences with children's literature, except more experiences. A story hour should be part of every school day. There is no substitute for teacher and pupil sharing of experiences with literature. From the beginning it is well to stimulate a delight in hearing stories retold. A few stories told and retold until they have become a definite possession of the individual child are better than many stories told but once and half remembered. Care should be taken to use the original version, if the story is a modern one, or the best version if the story is a traditional tale. In slow groups, do not insist on the retelling or the dramatization of a story, especially with pupils whose literary background is limited, until the story has been retold so many times that it is absolutely familiar. Even then,

the most that can be expected of many pupils is the retelling of short sections of the story.

A few poems or some Mother Goose rhymes should be included in every story hour. The poems should be short and simple, and both poems and rhymes should be read and re-read. Children's literature is to be experienced, not memorized. When adequate experiences have been provided, the outcome will be retention.

It is well to tell pupils the names of the books which contain favorite stories, rhymes, and poems, and to put these books in an available place. When a child calls for the retelling of a favorite story, the book can be referred to by name, and he can find the book for himself. He may recognize it only by the color of the cover, but he will be absorbing the idea that every book has a definite title.

The following poems, rhymes, and storybooks are merely suggestive of other materials to be used. There are many others of equal merit. The important thing is for the teacher to choose those which her group and she, herself, most thoroughly enjoy.

Traditional Tales.

The Boy and the Goat
The Gingerbread Boy
The Lad Who Went to the North Wind
The Little Red Hen and the Grain of Wheat
The Wonderful Pot
The Street Musicians
The Three Bears
The Travels of a Fox
The Wee Wee Woman

Mother Goose. Good collections of Mother Goose are:

Hader, Berta and Elmer, *Picture Book of Mother Goose*. New York: Coward-McCann, Inc., 1944.

Tenggren, Gustaf. *The Tenggren Mother Goose*. Boston: Little, Brown & Co., 1940.

Rojankovsky, Fedor. *The Tall Book of Mother Goose*. New York: Harper & Bros., 1942.

Wheeler, Opal. *Sing Mother Goose*. New York: E. P. Dutton & Co., Inc., 1945.

Modern Storybooks.

Bannon, Laura. *Red Mittens*. Boston: Houghton Mifflin Co., 1946.

Burton, Virginia. *The Little House*. Boston: Houghton Mifflin Co., 1942.

Gag, Wanda. *Millions of Cats*. New York: Coward-McCann, Inc., 1933.

McCloskey, Robert. *Make Way for Ducklings*. New York: Viking Press, Inc., 1941.

Slobodkin, L. *Magic Michael*. New York: Macmillan Co., 1944.

Poetry. Good collections of poetry are:

Association for Childhood Education. Literature Committee of (comps.). *Sung Under the Silver Umbrella*. New York: Macmillan Co., 1937.

Geismer, Barbara, and Suter, Antoinette. *Very Young Verses*. Boston: Houghton Mifflin Co., 1945.

Thorn, Alice. *Singing Words*. New York: Charles Scribner's Sons, 1941.

2. **Filmstrip.** A good collection of folk tales is *Told under the Green Umbrella*, compiled by the Literature Committee of the Association for Childhood Education (formerly the International Kindergarten Union) (Macmillan, 1930). Five of these tales—"The Pancake," "The Three Billy Goats Gruff," "The Three Little Pigs," "The Old Woman and Her Pig," and "The Elves and the Shoemaker"—are told through pictures, without text, on the Row, PETERSON TEXTFILM, *Tell Another Story*. Schools equipped with projectors should make full use of this Textfilm. Through its use, meanings can be clarified, pupils can develop ability to follow a series of events in logical order, and slow pupils with limited language ability can be given the opportunity to retell small sections of a story. See page 224 for directions for using the Textfilm.

UNIT 5

Rides (page 7)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of experiences with common methods of transportation

2. His ability to recognize in pictures the types of transportation common in modern life

Procedure

Preparation. (Have on the board some rows of simple line drawings, two items to a picture and two pictures to a row. Have enough rows so that each pupil will have a turn to mark one picture. Do not always have the items in each picture separated. At times the items should overlap. The following are suggestive.)

Row 1.	a ball and a top	a house and a fence
Row 2.	a drum and a horn	a glass and a cup
Row 3.	a table and a chair	a coat and a cap etc.

Developmental activities. We are going to do something new this morning. We are going to make some marks in our books to show that we know where certain things are. Of course, we want to make the right kind of marks and put them in the right places; then we won't spoil our new books. Maybe we had better practice a bit first. Who can show me the first row of pictures on the board? Good for you, Jane. You know that we begin to read at the top of the board just as we begin to read at the top of the page. The top row is the first row. But there are two pictures in that row. Can you find the first picture? It is at the left. The next picture is at the right. Show me the next picture.

Who can find the next row? Now find the first picture. It is on the left. Now find the second picture. It is on the right. (Continue in the same manner for the remaining rows.)

Can you make a mark like this? We call it a cross. (Make a large X anywhere on the board, and let each child have a turn to make one, too.)

I wonder if you can do just what I tell you to do. Look at the first row of pictures. Look at the first picture in that row. Show me where it is, John. Now, John, make a cross on the top. (Give whatever help is necessary.) I like the way John made that cross! It is right on the top. Can you find the next picture in the first row, Mary? It is on the right.

Make a cross on the house. Be sure that you put it on the house and not on anything else. (Continue until every child has had a chance to mark a picture.)

Do you suppose that you could mark as carefully in your books as you have marked the pictures on the board? (Distribute the books as in previous lessons.) Our page number today is —. (Write 7 on the board and proceed in the usual way. Watch carefully the holding of books and the turning of pages.) I am sure that I could have a good ride if I had some of the things I see on this page. That must be why the title says *Rides*. Put your markers under the title. (Note the comment in Unit 4 on the use of markers.) What does it say? (Allow several minutes for free conversation about the pictures. Check to see how many pupils have not had experiences with the different types of transportation pictured.)

Independent activities. (Since this is a check on the individual pupil performance, the group should be separated to avoid copying. Pupils may take the books to their own tables or desks. See that each pupil has a large pencil or crayon to make the necessary marks.)

Let's play "Secrets" today. We don't tell secrets. So don't tell me what you see in the pictures. Put your markers under the first row. Look at the first picture. Make a cross on the buggy. Now find the next picture. Make a cross on the airplane. Move your markers down under the second row. Find the first picture. Make a cross on the truck. (Continue in the same manner for the remainder of the page. The following items are to be marked.)

buggy	airplane
truck	wagon
train	bicycle
boat	slide
bus	merry-go-round

Appraisal. It was fun playing "Secrets" and marking in our books. Put your markers in your books the way we did yesterday. Then if you will bring your books to me one at a time, I can tell whether you have every mark in the right place.

(Compliment those whose pages are correct. Question children who have made mistakes to determine whether errors are due to lack of vocabulary and accuracy of concepts, to inability to follow directions, or to poor muscular control.)

Diagnosis of Pupil Responses

1. Which pupils have had limited experience with modern types of transportation?
2. Which pupils cannot identify in pictures common methods of transportation?
3. What particular types of transportation are unfamiliar to individual pupils?

Further Developmental Activities

1. **Building experience background.** In the light of the above diagnosis, plan developmental activities for slow groups and for individuals in the average groups who need further help. Give the pupils the experiences they lack. As far as possible let these be actual experiences. There may be places where actual experiences with buggies, lighthouses, and motorboats are impossible. Vicarious experiences through books must suffice. The following books are suggested:

Gramatky, Hardie. *Little Toot*. New York: G. P. Putnam's Sons, 1939.

Lenski, Lois. *The Little Airplane*. New York: Oxford University Press, 1938.

———. *The Little Auto*. New York: Oxford University Press, 1934.

———. *The Little Sailboat*. New York: Oxford University Press, 1937.

———. *The Little Train*. New York: Oxford University Press, 1940.

MacDonald, Golden. *Red Light, Green Light*. Garden City, N. Y.: Doubleday, Doran & Co., 1944.

2. **Sharing of experiences.** Conduct as in previous units.
3. **Exhibits and construction activities.** Have the pupils bring in toy boats, trains, autos, etc., for an exhibit of "How

We Travel." Have pupils make boats, autos, etc., from clay. Pictures of transportation displayed on the bulletin board may be used for a scrapbook, a frieze, or a picture strip.

4. **Picture cards.** Use Numbers 4, 6, 8, 24, 30, 34, 36, 38, 40, 44, 46, 48, 50, 52, 56, 58, 60, 62. Games similar to those suggested in Units 1, 2, and 3 may be used. In addition, the following are suggested:

a) *Identification and description.* "Yes or No." Place pictures on the chalk rail and then begin by saying, "A bicycle has four wheels." The child finds the picture of the bicycle and answers, "No. A bicycle has two wheels. I can ride on it."

b) *Classification.* "Go Together." Have the pupils find pictures which go together, such as "Here is the bus driver and here is his bus."

c) *Concentration activities.* "Rides." The first child chooses a card and says, "I went to the city. I had a ride in a train." The next child chooses another card and says, "I went to the city. I had a ride in a train and in a bus." Continue until the sequence is broken.

5. **Filmstrip.** The ROW, PETERSON TEXTFILM, *I Live in the City*, contains several frames dealing with modern transportation. If the school is equipped with a projector, full use should be made of this Textfilm. See page 215 for directions for using this Textfilm.

UNIT 6

Fishing (page 8)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to interpret pictures
2. His ability to identify a sequence of events and to retell them in the order of their occurrence

Procedure

Preparation. You have all been to movies, haven't you? You know how a moving picture tells a story. The picture tells

what happens first, what happens next, and so on until the story is told. We are going to have some pictures in our books today which tell a story. They tell about a big surprise for Jerry. Do you like surprises? Father brought Jerry this surprise. It was something Jerry had wanted for a long, long time. What do you suppose it was? No, it wasn't a bicycle. It wasn't a wagon. If you want to know, you will have to find this page in your books. (Write 8 on the board. Check the new page number by counting and distribute the books. Watch the holding of books and the turning of pages as on previous days.)

What was the surprise? Yes, a fishpole. My, what a fine fishpole! Where do you think Jerry will go now? Then what do you think the title says? Of course, the title says *Fishing* because that is what the story is about. Find the title. Read it for us.

Picture 1. Now put your markers under the first row of pictures. (Note the comment in Unit 4 on the use of markers.) Look carefully at the first picture. Let's play "Secrets." Think, but don't say anything. What is happening in this picture? What is Jerry saying? What would you say if someone brought you a new fishpole? Now, who can tell us a good story about that picture? Tell what is happening and what Jerry and Father are saying.

Picture 2. Even if you have a new fishpole, you can't go fishing right away. There is something you have to do first. If you look at the next picture you can find out for yourselves. Remember, we are playing "Secrets." What do Father and Jerry do next? Why do they do it? What are they saying? Who is ready with a story?

Picture 3. Of course, when you have a fishpole and plenty of worms, you have all you need for fishing. What happens next? Put your markers under the next row of pictures. Look at the first picture. Think! What is happening? What is Father saying to Jerry? What does Jerry answer? Who is ready with a story?

Picture 4. I am glad Jerry and Father went out into the middle of the river to fish. That is much more fun than sitting on the bank. Now look carefully. What happens in

the next picture? I hope that you tell us where Father got his fishpole. Perhaps there are other things in that boat, too. I wonder who caught those fish I see in the boat. What exciting thing has just happened? Who is ready with a story?

Picture 5. I suppose that when Father and Jerry are through fishing, they row back to shore and go home. I wonder if that is what happens. Put your markers under the next row. Look carefully at the first picture. My, what a surprise! They didn't go home after all. What is happening in this picture? What did Father and Jerry do next? Be sure and tell us what they are saying. Make us know how good something is going to taste. Who is ready with a story?

Picture 6. I wonder if they ate all the fish. Let's look at the last picture and see. What happened next? Where are they going? Which fish did they save? I hope that you make Father and Jerry talk in your story. Who is ready?

What do you think happened when Father and Jerry got home? What happened to that fish? Would Jerry show it to anyone? Would he give it away? Would he eat it? How do you think it all came out? (Stimulate the pupils to give as many different endings as possible.)

Let's see if we can think of a good beginning for our story. Look at the pictures. What time of year do you think it is? Yes, summer time. Can someone start our story and tell us it was a summer day? Good, John! "One summer day" is a good way to start our story. In summer you do not go to school. You have ———. Sometimes Father has a vacation too. Could someone begin the story by telling us that it was a summer day and vacation time, too? Good, Mary. "One summer day in vacation time" is a good way to begin a fishing story. I hope that someone uses that beginning when he tells the story.

If we can tell our *Fishing* story and make it interesting enough, maybe the boys and girls in Miss ——'s room would like to hear it. Suppose we tell the story once more and see if we can make it move along just like a moving picture. Be sure to tell what happens, and make Father and Jerry talk. (Choose a different child to tell about each picture. Be satisfied with one or two simple sentences.)

How many pictures did it take to tell the fishing story? Count them and see. Now let's count as we put our books away.

Diagnosis of Pupil Responses

1. Which pupils enumerate details in pictures rather than interpret meaning?
2. Which pupils have difficulty in identifying a series of events, and in understanding the relation of one event (or picture) to the next?

Further Developmental Activities

1. **To develop the ability to interpret the meaning of pictures.** Some pupils in the average groups and many pupils in the slow groups will not have advanced beyond the enumeration stage in which all they can do is to enumerate people, animals, and objects seen in pictures. Their responses do not go beyond, "I see a boy. I see two dogs." The ability to interpret or read pictures is often very difficult of accomplishment but is very satisfying when finally achieved. It must be remembered that one of the ways by which children in the beginning stages of reading get the thought of the context is by making use of picture clues. Activities which specifically train in picture interpretations definitely prepare for reading because they develop this ability to use picture clues.

Use large-size pictures attractively mounted which show interesting child activities. Magazine covers offer an unfailing source of supply. Interpretation of meaning can be improved if children are led to see that stories about pictures are much more interesting if they tell (1) what is happening, (2) who the characters are, (3) why they are doing what they are doing, (4) what they are saying, (5) what is going to happen next.

2. **To develop the ability to identify a sequence of ideas and to retell them in the order of their occurrence.** Some children in readiness groups do not sense the relationship between one picture and another. Jerry and Father, in the

first picture of the fishing series, may be two entirely different people in the picture which follows. The suggestion for picture interpretation given in this Unit under Procedure, especially the emphasis upon what may happen next, should develop with such pupils a feeling for sequence. The following are suggested as further developmental activities:

a) *Filmstrip*. If the school is equipped with a projector, full use should be made of the ROW, PETERSON TEXTFILM, *Tell Another Story*. (See page 224 for directions for using the Textfilm.) The sharp division of the action into frames or sequences makes this Textfilm a valuable medium through which children can retell parts of stories and see the relation of one part to the next.

b) *Cumulative folk tales*. The cumulative type of folk tale is especially valuable for developing the idea of a sequence of events because of its sharp division into parts. The best tales for use with readiness groups are the following:

The Boy and the Goat	The Three Bears
The Gingerbread Boy	The Wee Wee Woman

Tell, rather than read, the best version of each of the old folk tales.

Other stories, such as *The Little Fisherman* by Margaret W. Brown, *Ask Mr. Bear*, and *What to Do About Molly* by Marjorie Flack, are equally valuable. After telling one of the old tales, or one of the modern stories several times, play the game "Follow the Leader." Have one child tell one part, then choose another child to follow and tell the next part.

c) *Picture strips*. Have the children make pictures illustrating each part of such stories as the above. Make a picture strip by having the children mount the pictures in their right order. Duplicate copies of ten-cent store books may also be cut up and made into picture strips. Have the story retold by encouraging the children to point to the right picture as they talk. These picture strips can be made into a movie.

d) *Organized discussion periods*. (Organize discussion periods following some interesting activity or excursion. The following procedure is suggested.)

So many things happened this morning. I hardly know which happened first and which happened next. I think we

had better do some thinking, don't you? What was the first thing that happened? Yes, of course! We went to John's house. A good many interesting things happened on the way. I wonder how many we can remember. Don't get off the track. Just think of the things which happened on the way. And when we got there, what happened? Of course! We saw John's big white rabbits. Now let's keep on the "rabbit" track and tell some of the interesting things we found out about the rabbits. (Such planned progression in discussion, if consistently persisted in, will develop a sense of organization without killing spontaneity. Picture strips following the sequence of events can then be made and used as suggested in (c) above.)

e) *Class dictated records.* After some interesting activity, have the class dictate a story or letter to another group telling step by step what happened.

f) *Simple science experiments.* Conduct simple experiments, such as observing water evaporation or watching the leaves of a plant turn to the sun. What happened first? What next?

g) *Constructive activities.* If a stop-and-go sign is being made, have the child decide what to build first, what next, etc.

h) *To anticipate meaning.* Tell stories in sections. Stop frequently to ask pupils how they think it will come out.

This unit may take several days and require extensive development. *Do not go on to the next unit until development commensurate with pupil ability has taken place.*

UNIT 7

Colors (page 9)

Major Factor with Which This Unit Is Concerned

The pupil's ability to identify colors

Procedure

(Have a series of color cards ready for use. These may be made by mounting, separately, 8 inch by 8 inch squares of the desired colored paper on 10 inch by 10 inch squares of heavy cardboard.)

Someone in our group has such pretty hair ribbons this morning. They are this color. (Hold up the red color card.) Can you find them? Yes, they are Jane's ribbons. What color are they? Now let's play "Secrets." Don't tell me what you find. Just look around. Is there anyone else who is wearing something red? Do you see something red somewhere in our room? When I call your name, point to something red. Maybe you are wearing it yourself. (Give every child a turn. Note particularly those children who have difficulty. Give them the color card and let them try to match something in the room to the card. Try to determine whether they give indications of color blindness or simply have not had experience with matching color.)

There is someone here with a very pretty tie. It is this color. (Hold up the blue color card.) Who can find it? What color is it? Shall we play "Secrets" again? Look around. Find something the color of this card. Find something blue. Who is ready first? (Continue with the cards for green, yellow, and black.)

(Place the color cards on the chalk rail.) Will you bring me all the cards, Mary? Tell me the name of each color as you pick up the cards. (Mix the order of the cards and give them to another child to put back in the chalk rail. Have him name the colors as he puts them back. Continue until all the children have had a turn. Note those children who may have been able to match colors but who do not know the color names.)

Developmental activities. You are going to be surprised when you see what the children in the book are doing today. Our page number is _____. (Write 9 on the board and proceed in the usual way.)

When you find page 9, put your markers under the title. Since we have been talking about colors, I believe that someone can tell what our title says. Good for you, Jack. Of course, it says *Colors* because that is what the page is about.

(Allow several minutes for free conversation about the pictures.) The children are looking so hard at all these toys. I wonder which toys they like best. Which do you like best? What color are they? How many green toys do you see? How

many red toys? Who do you think these children are? Shall we give them some names?

Independent activities. (Since the rest of the activity is to be a check on individual performance, the pupils should be separated. Pupils may take the books to their own tables or desks. See that each child has a large pencil or crayon for making the necessary marks.) Now put your markers under the first row. Find the first picture in that row. Remember, it is on the left side of the black line. Look at that toy. You know what color it is. Don't tell us. Just think what color it is. Now find another toy in that row which is the same color. Did you find it? Make a cross on it. Move your markers down under the second row. Think! What color is the first toy? Find another toy in this row which is the same color. Make a cross on it. (Continue until the page is finished.)

Appraisal. If you will bring me your books one at a time, I can tell how well you marked the pictures. While you are waiting, see if you can count the rows of pictures. How many rows are there? How many pictures are there in each row? Be ready to tell me when you give me your book.

Diagnosis of Pupil Responses

1. Which children give evidence of color blindness?
2. Which children lack experience with color discrimination?
3. Which children do not know color names?

Further Developmental Activities

1. **Identification of color blindness.** Many studies have been made showing that about 4 per cent of all boys exhibit varying degrees of color blindness, while less than 1 per cent of all girls have this handicap. If an otherwise normal pupil has difficulty in color discrimination, that is, if he is unable to discriminate between such colors as red and green, then you can do two things.

First, administer a diagnostic test of color discrimination to be assured that further experience with activities of this type will be fruitless.

Second, give careful guidance to the pupil in art and in other activities where color discrimination is essential. It is important that such children should not be embarrassed by expecting the impossible of them.

Activities similar to those suggested in Procedure should be used with all pupils in either average or slow groups who have difficulty in matching colors and who do not know the color names because of lack of experience. Other colors such as brown, orange, and violet should also be used. A few further suggestions are given.

2. Color discrimination game. "I Am Thinking of a Color." One child says, "I am thinking of a color. It is the color of John's shoes." Another child replies by finding the right color card and saying, "John's shoes are brown."

3. Color chart. Make a color chart on a large piece of oaktag, 24 inches by 36 inches, similar in form to page 9 in *Here We Go*. Place the key toys on the left of the black line. The children can add pictures of toys which match the key toy.

4. Following directions. Draw rows of simple outline drawings such as squares, circles, boats, kites, etc., on the board. Give directions such as the following: "Color the first square red. Make a cross on the blue boat. Erase the yellow kite."

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 8

Find (page 10)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of science experiences
2. His ability to identify in pictures certain common animals and birds

Procedure

Preparation. We are going to turn things around this morning. That will be fun. First, we are going to mark in our books; then we will talk about the pictures. John and Jack,

Mary and Jane have known their names every day for a long time. I believe that they can go to the shelf and find their books for themselves. Let's see if they can. (Have the books for these children on the top of the pile to save time.) Perhaps, tomorrow, some more of you can find your own books. (Distribute the rest of the books as suggested in previous lessons.)

Our page number this morning is ——? (Write 10 on the board and proceed in the usual way.) I am going to ask you to *find* certain things on this page. You will first *find* them and then you will mark them. Since you are to *find* things, maybe someone can guess what the title is. Good for you. The title is *Find*. Can you *find* the title?

Independent activities. (Again, since this is to be a check on individual pupil performance, the group should be separated.) Put your markers under the first row. Find the first picture. Where shall we look for the first picture? Yes, at the left. Find the monkey. Make a cross on the monkey but not on anything else. Now look at the next picture. The next picture is at the right. Find the rabbit. Make a cross on the rabbit. Move your markers down under the next row. (Proceed in the same manner for the rest of the page. Mark the following items.)

monkey

rabbit

kitten

puppy

duck

turtle

parrot

horse

calf

Appraisal. (As the group comes together again for discussion, check the results to identify items which need development.)

Developmental activities. Now let's talk about these pictures. You found some things you knew about and some that you were not quite sure of. Let's talk about the things we all know, first. (Have a child identify some animal he knows well. Give him an opportunity to tell all he knows about that animal—where it lives, what it is used for, its size, habits, etc. A very accurate idea of the experience background of individual pupils can be gained from careful attention to their replies.)

Do you remember what we do when we go to new places and see new things? Yes, we ask questions about them. Did you find something new? (Turtles and frogs may be new to some groups, deer and monkeys to others. Discuss fully these unfamiliar items and see that any errors in the marking of the pages are corrected. Unfamiliar items are a good index to experience, either actual or vicarious, which should be supplied in the developmental program.)

Will someone collect all the books belonging to the girls? Count them as you collect them. How many girls have we in our group? Now, someone collect the books belonging to the boys. Count them and see how many boys we have. Have we more boys or girls?

Diagnosis of Pupil Responses

1. Which pupils have an inadequate background of science experiences as evidenced by a limited vocabulary and inaccurate concepts?
2. Which particular science concepts represented by the pictures are unfamiliar to individual pupils?
3. What growth is evident in the ability of pupils to follow directions?

Further Developmental Activities

1. **Building experience background.** In the light of the above diagnosis, plan developmental activities for slow groups and for individuals in the average groups who need further help. Provide pupils with opportunities for needed experiences. Make these actual experiences, if possible; vicarious experiences through books and pictures, if actual experiences are not possible. Do not allow this unit to deteriorate into mere identification. The following books are suggested:

Davis, Alice V. *Timothy Turtle*. New York: Harcourt, Brace & Co., Inc., 1945.

Dennis, Wesley. *Flip*. New York: Viking Press, Inc., 1941.

———. *Flip and the Cows*. New York: Macmillan Co., 1942.

Lathrop, Dorothy P. *The Skittle-Skattle Monkey*. New York: Macmillan Co., 1945.

2. **Sharing of experiences.** Conduct as in previous units.

3. **Picture activities.** Pictures displayed on bulletin boards may be used for an animal frieze or in a scrapbook.

4. **Picture cards.** Use numbers 1, 3, 5, 7, 9, 11, 13, 15, 21, 29, 33, 37, 41, 43, 45, 47, 51, 53.

a) *Identification and description.* See Units 1, 3 and 5.

b) *Classification.* Group the picture cards according to animals that can swim, domestic pets, animals that live in the woods, etc.

c) *Concentration activities.* See Units 2 and 5.

5. **Following directions.** Single out for special attention those pupils who have difficulty in following directions. Is the difficulty due to mental immaturity, to lack of attention, or to poor muscular control? Give such pupils ample experiences with activities such as those suggested under Following Directions in Unit 7.

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 9

Alike (page 11)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to identify likenesses and differences in total configuration or pattern
2. His ability in matching

Procedure

Preparation. Mary has such pretty hair ribbons. Let's look at them for a moment. They are both blue. One ribbon is just like the other. We say that Mary's hair ribbons are just alike. Bring me two copies of *Here We Go*, Jack. Are these books alike? Yes, they have red covers and they have the same pictures; they are alike. Now bring me two books from the library table, a big book and a little book. Are these books alike? No, these books are not alike. They are different. One

book is small. One book is big. When two things are not alike we say that they are different. Bring two caps from the lockers. Are these caps alike? No, one cap is a beret. One cap has a visor. These caps are different. Sometimes two things are alike; sometimes they are different because they look different. (Continue with other comparisons until the children can discriminate between likenesses and differences in form.)

(Show the picture card, Number 56, of two identical airplanes.) Are these airplanes alike or different? (Show the picture cards, Numbers 50, 52, of an airplane going up, another coming down.) Are these pictures the same? Are they alike? No, they are different because one airplane is going up and the other is coming down. (Show two identical books.) Are these books alike or different? (Show the picture cards, Numbers 1, 3, of a bird on the nest and a bird flying.) Are they alike or different? Sometimes pictures are different because the animals or the people or the objects are each doing something different. (Continue until the children can discriminate between likenesses and differences in meaning.)

(Have four pairs of simple outline drawings on the board arranged in rows. The following are suggestive only.)

a duck swimming	the same duck swimming
a stick figure blowing a horn	the same figure with the horn on the ground
a rectangular block	a cylinder
a square block	the same block

Show us the first row of pictures, John. Now look at these two pictures. Are they alike? If they are alike draw a line around them. (Give whatever help is necessary. It may be well to erase John's line and have other children repeat the direction in order to give practice in the precise following of directions.) Now look at the next two pictures in the second row. Are they alike? No! Then we won't draw a line around them because they are not alike. Show us the third row, Jane. Look at these two pictures. Are they alike? Shall we draw a line around them? Look at the last two pictures. Are they alike? Shall we draw a line around them?

Developmental activities. Now, I am sure that you are ready to use your books. (Let as many children as possible get their own books from the shelf. Distribute the rest as suggested in previous lessons.) Yesterday our page number was ———? Today our page number is ———? (Write 11 on the board. Write 10 in front of the 11 and have pupils count to find the new number.) When we find page 11 we are going to look for pictures which are *alike*. Then what do you suppose the title of our page will be? Yes, of course! The title will be *Alike*. Put your markers under the title. What does it say? (Allow a few minutes for free conversation about the pictures. Identify Alice, Jerry, monkey, etc. Encourage the pupils to compare and contrast the pictures to find which are alike and which are different.)

Independent activities. (Again, since this is a check on individual child performance, the group should be separated.) Put your markers under the first row. Look at the first two pictures. Are they alike? If they are alike, draw a line around them. Now look at the next two pictures. If they are alike, draw a line around them. Remember, they must be alike. (Continue in the same manner for the rest of the page.)

It is fun to find pictures which are alike and pictures which are different. Look in the books on our library table for pictures that are alike and pictures that are different. Perhaps you can find some at home. Be sure and show them to me when you find them.

Diagnosis of Pupil Responses

1. Which pupils have difficulty in discriminating between likenesses and differences in form?
2. Which pupils have difficulty in discriminating between likenesses and differences in meaning?
3. What growth is evident in the ability of pupils to follow directions?

Note: Only a few pupils may be expected to experience difficulty with this unit, but it is important and crucial that these children be identified for special diagnosis and attention.

Further Developmental Activities

The ability to discriminate between forms, whether they be objects or word forms, may be affected by visual handicaps, or by lack of experience. Other things being equal, this ability can be developed through appropriate activities. The following activities will probably not be necessary with average groups except in a few individual cases. They should be used in their entirety with all slow groups.

1. **Identification of low visual acuity.** If there is a reason to believe that the difficulties encountered by certain pupils are due to visual handicaps, an additional appraisal of the visual functions of such pupils should be made. Low visual acuity can be detected by observation, or by means of a Snellen Chart Test. The Snellen Chart may be obtained from the National Society for the Prevention of Blindness, 50 West 50th Street, New York, N. Y.

2. **Schoolroom experiences.** Use every opportunity which arises in the activities of the day to call attention to pairs of objects which are alike or different, such as, "Jane and Jean are twins. They have dresses just alike"; or "These two saws are not alike. One is longer than the other"; or "We have two doors in our room. They are just alike."

a) *Charts.* Make two charts on sheets of tagboard 24 inches by 36 inches. On one print the title *Alike*, on the other the title *Different*. Have pupils mount pairs of like pictures on one, pairs of unlike pictures on the other. The pairs on the chart labeled *Different* must be alike in kind but not in form or meaning, such as a boy awake, and the same boy asleep, but not a boy awake and a dog asleep.

b) *Collections.* Have a table with the label *Alike*. How many pairs of like objects can be placed on it? Have another table labeled *Different*.

c) *Following directions.* Draw on the board several pairs of outline drawings as suggested under Procedure in this Unit. Give those pupils who still have difficulty in following directions ample experience in drawing a line around like pairs.

UNIT 10

Outdoors (page 12)

Major Factor with Which This Unit Is Concerned

The pupil's ability to perceive relationships in the field of science

Procedure

Preparation. Sometimes one word makes me think of another. Some things belong together. When I say *shoes*, I think of *stockings*. Shoes and stockings belong together. When I say *cup*, what do you think of? Yes, *saucer*. Cup and saucer belong together. When I say *knife*, what do you think of? Yes, *fork*. Knife and fork belong together. When I say *farm* you might think of some of the things we saw in the farm picture in our books. What belongs with *farm*? Yes, *silo*, *pigs*, *cows*. They all belong with farm. Do you remember the city picture? What belongs with *city*? Yes, *traffic policemen*, *stores*, *parks*. They all belong with city.

Developmental activities. We will have a good time this morning finding things which belong together. (Have as many children as possible get their own books from the bookshelf. Distribute the other books as suggested in previous lessons.) Our page number is ——. (Write 12 on the board and proceed in the usual way.) Put your markers under the title. The title says *Outdoors*. Look at all the pictures on this page. If you are good thinkers, you can tell why the title is *Outdoors*. Jack thinks the title is *Outdoors* because the pictures show what we see when we are outdoors. I think Jack is right, don't you?

Independent activities. Identify and discuss each picture. Note carefully pupil responses in order to gauge the background of information of individual pupils. Then systematically identify the relationships in each row in a manner similar to the following:

Row 1. Put your markers under the first row of pictures. The first picture is on the left of the black line. It is a picture

of a ———. (Let the children suggest the answer *tree*.) Now look at the two pictures on the right side of the black line. Where does a squirrel live? What does he eat? Where does a rabbit live? What does he eat? Then which animal belongs with the tree, the squirrel or the rabbit?

Row 2. What do you see in the first picture? What do birds like to do? What do ducks like to do? If ducks like to swim, which do you think belongs with the pond picture, the birds or the ducks?

Row 3. What do you see in the first picture? What do cows give us? What do hens give us? Then which belongs with the egg picture, the cow or the hen?

Row 4. Where do little birds come from? Where does Mother Bird lay her eggs? Where do little chicks come from? Where does Mother Hen lay her eggs? Then which do you think came from those eggs in the tree, little chicks or little birds? Then which picture belongs with the first picture?

Row 5. Look at the first picture. Where do you think this boy who is feeding pigs lives? Do horses live on farms? Do elephants live on farms? Then which belongs with the farm picture, the horse or the elephant?

It is fun to find things which belong together. Now, I believe, you can find them and mark them all by yourselves. (The group should be separated.) Put your markers under the first row again. Look at the first picture. Now find the other picture which belongs with the first picture. Have you found it? Make a cross on it because it belongs with the first picture. Move your markers down under the next row. (Continue in the same manner for the rest of the page.)

Appraisal. Bring your books to me one at a time. If you have marked the pictures correctly, I will put your book on this chair. Then we can count and see how many careful workers we had this morning.

Diagnosis of Pupil Responses

1. Which pupils have an adequate background of nature experiences as evidenced by a limited vocabulary and inaccurate concepts?

2. Which pupils have difficulty in perceiving relationships?
3. Which particular nature concepts represented by the pictures are unfamiliar to individual pupils?
4. What growth is evident in the ability of pupils to follow directions? (Growth in ability to follow precise directions will not be listed from now on. Always keep this ability in mind in diagnosing pupil responses to any unit.)

Note: A further understanding of the pupil's ability to see relationships can be gained through Reading Readiness Tests, particularly through the "Perception of Relationships Test" of the Van Wagenen battery.

Further Developmental Activities

Background of information. If the developmental activities as outlined so far have been carried out, the concept of elephant is the only concept which should be unfamiliar. If the idea of elephant is unfamiliar to any child, supply information through books and pictures. The following books are suggested. The teacher should also have at hand the easier books of some well-known science series, and also such books as *Compton's Pictured Encyclopedia*.

Flack, Marjorie. *Wait for William*. New York: Houghton Mifflin Co., 1935.

Gilmour, Margaret. *Ameliaranne at the Circus*. London: George G. Harrap & Co., Ltd., 1931.

The following developmental activities are intended for slow groups and should be used in their entirety:

1. **General schoolroom activities.** The most effective way to develop the ability to see relationships is to make use of every opportunity which arises in the activities of the day. Call attention to the relation between hammer and nails, workbench and tools, saw and wood, coat and cap, eraser and chalk, paper and pencil, etc. A chart or booklet of things which go together similar to the chart suggested for Unit 9 can be made.

2. **Picture cards.** Review the games suggested for Classification in Units 2, 3, 5, and 8, using all the cards. Place picture cards by threes on the chalk rail, such as a cat, a kitten, and a puppy. Ask which two go together. Give one

pupil the picture of the farmer and have him choose all the other cards which go with the farmer.

3. Guessing games. "I am thinking of *water, boat, bicycle*. Which two go together?" Another game is: "I am thinking of *fireman*. How many things can you think of that go with *fireman*?" Stimulate the children to think of *fire engine, siren, hook-and-ladder*, etc.

4. Following directions. Draw rows of simple outline pictures on the board such as a table, a chair, a drum. Have those pupils who are not showing growth in ability to follow directions mark items which go together as suggested in the Procedure for this unit.

5. Association and classification of ideas. This unit will miss the goal if the classification goes no further than the association of objects or gross forms. As the child grows in ability, he should be able to associate and classify ideas, such as that *cold* makes one think of winter, ice, ice cream, coat, mittens, etc., and that *up* makes one think of swing, ladder, airplane, etc.

6. Art activities. The ability to associate and classify should be used to suggest such things as the following: "This is a wild rabbit. He lives in the woods. The background of my picture must show the woods." "John drew a rural mail carrier. The background of his picture should show farms."

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT II

Round About (page 13)

Major Factor with Which This Unit Is Concerned

The pupil's ability to perceive relationships in the field of social science.

Procedure

Preparation. Today we are going to find some more things which belong together. (Distribute the books and check the new page number by counting.) Put your markers under the

title. Today our title is *Round About*. Look at all the pictures. Can you think why our title is *Round About*? I think Jane is right. She says that all the things in the pictures are *round about* us. We can see them all the time. I think that is a good reason to call this page *Round About*.

Developmental activities. (Identify and discuss each picture in detail. Note pupil responses and gauge the extent of informational background of individual pupils. Then systematically stress the relationships in each row in a manner similar to the following.)

Row 1. What is in the first picture? What is that a picture of? What is in the second picture? in the third? How many pennies must you have to buy as much as you could buy with a nickel? Then which two pictures go together?

Row 2. What do you see in the first picture? Who is the man in the next picture? What is he doing? Who is the man in the third picture? What is he doing? Which man belongs with the fire truck, the postman or the fireman?

Row 3. What is the building in the first picture? What is it for? Look at the next two pictures. Which belongs in the hangar, the airplane or the train?

Row 4. Who is the man in the first picture? What is he supposed to do? What will happen if you do not do what he tells you to do? Who is the man in the second picture? What kind of work does he do? Who is the man in the next picture? What kind of work does he do? Is his work like that of the fireman or like that of the traffic policeman? Then which two pictures belong together?

Independent activities. I am sure that you can mark your pictures by yourselves. (The group should be separated.) Put your markers under the first row of pictures. Look at the first picture. I see another picture which belongs with the first picture. Have you found it? Put a cross on it because it belongs with the first picture. Move your markers down under the next row. (Continue in the same manner for the rest of the page.)

Appraisal. Bring your books to me one at a time. I will put all the books which are marked correctly on this chair again today. How many will there be? Be sure to count them.

Diagnosis of Pupil Responses

1. Which pupils have an inadequate background of social science experiences as evidenced by a limited vocabulary and inaccurate concepts?
2. Which pupils have difficulty in perceiving relationships?
3. Which particular social science concepts represented by the pictures are unfamiliar to individual pupils?

Further Developmental Activities

Background of experience. If the developmental activities outlined so far have been carried out, the only unfamiliar items should be the money or the hangar. Give the pupils a background of experience with actual money if they show that they are unfamiliar with the value of a nickel. Have them see an airplane hangar if possible. Otherwise make use of picture card Number 54. For further developmental activities see Unit 10.

UNIT 12

The Party (page 14)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to interpret pictures
2. His ability to identify a sequence of events and to retell them in the order of their occurrence

Procedure

Preparation. Do you remember the *Fishing* story? That certainly was a good story, wasn't it? Today we are going to have an even better story.

Developmental activities. (Distribute the books and check the new page number by counting from 10.) Have you found the title? The title is *The Party*. Have you ever been to a party? (Allow a few minutes for free conversation.) If our

title is *The Party*, someone in our picture story must be going to a party. Won't that be fun? Think about that as you look at the pictures. (Allow a few minutes for general conversation about the pictures on the page.)

Put your markers under the first row of pictures. Look closely at the first picture. Let's play "Secrets." Don't say anything. What is happening in this picture? Who are these people? Remember, they will be much more interesting if they have names. What are they saying to each other? Who can tell us the story of this picture?

Now, let's think about the next picture. Are you ready to play "Secrets"? What is happening here? I hope that you make Mother talk. I want to know what is in that letter.

Move your markers down under the next row of pictures. What are Mother and Alice doing in this picture? Why are they doing this? I see three people. I hope that you make them all talk.

Move your markers down under the next row. Find the first picture. What happens next? I do hope that you tell how beautiful someone in this picture looks.

And now, look at the best picture of all. What is happening here? I hope that you tell us what was the best thing at the party.

What do you think happened when the party was over? (Let the children suggest different ways to end the story.)

Let's think a minute. What kind of morning do you suppose it was when Alice received that invitation? A sunny morning? Then how could we begin our story? Good for you, John. "One sunny morning" would be a good way to start. What time of year do you think it was? Summer? Could you start the story and tell us that it was a sunny morning and a summer morning, too? Good for you, Jack. "One sunny summer morning." I hope someone uses that way to begin our story.

Shall we play "Follow the Leader"? John, you be the leader. Start with the first picture and tell the story. When you are through, call on someone else to tell about the second picture. Remember, tell what is happening, make your people talk, and follow the leader. Ready, go!

Diagnosis of Pupil Responses

1. Which pupils are showing growth in ability to interpret the meaning of pictures?
2. Which pupils are showing growth in ability to follow and to retell a series of events in the order of their occurrence?
3. Which pupils are showing growth in oral language ability as evidenced by:
 - a) their ability to tell what is happening in a picture
 - b) their ability to name characters
 - c) their ability to use conversation
 - d) their ability to use good opening sentences
4. Which pupils need further developmental activities in one or more of the above abilities?

Further Developmental Activities

This unit and Units 22 and 30 are three of the most important units in the Diagnostic Reading Readiness Book since they are an objective measure of the pupil's growth in oral language ability and in his ability to interpret pictures. Continue the Developmental Activities outlined for Unit 6 with all pupils in slow groups and with those pupils in average groups who do not show desirable growth.

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 13

Ducks (page 15)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to note likenesses and differences
2. His ability to identify forms unlike the others in a given row

Procedure

Preparation. We certainly are going to have fun this morning. We are going duck hunting. I am sure that you never did that before.

Developmental activities. (Distribute the books and check the new page number by counting.)

Remember to put your markers under the title. When I see all these ducks, I am sure that I know what the title says. What do you think it says? *Ducks*, of course. And look how many there are! Can you count the ducks in the first row? in the second?

Independent activities. (The group should be separated.) Put your markers under the first row of ducks. Get your sharp eyes to work. There is one duck in this row that is not like the other ducks. He is different from all the other ducks. Find the duck that is different. Put your finger on it. (See that every child has the right duck.) Now make a cross on that duck because it is different from the other ducks. Mark just that duck and no other. (Give no further help.)

Now move your markers down under the next row. Find the duck that is different. Put a cross on it. (Give ample time. Continue in the same manner for the rest of the page.)

Appraisal. I wonder which people marked the right ducks. Bring your books to me one at a time. If you found all the ducks that were different, I will put your book on this chair. How many books will there be? Count, John, and tell us. (Choose some child who has difficulty with counting.)

Diagnosis of Pupil Responses

1. Which pupils are showing such growth in visual discrimination that they can discriminate between likenesses and differences in picture details?
2. Which pupils need further developmental activities?

Further Developmental Activities

Other things being equal, the ability to make visual discriminations between forms can be developed through certain experiences. It is generally conceded that the child should be made conscious of form differences first. Following this, attention may be directed to differentiating details. During the reading readiness stage of development, it is important

that attention to word details should not be overemphasized. The following activities are suggested to develop visual discrimination and the ability to note likenesses and differences in details. They should be used in full with slow groups and with those pupils in average groups who need further development in this factor of reading readiness.

1. Opportunities arising in school activities. One of the many ways to develop consciousness of details is to direct the pupils' attention to details whenever an opportunity arises, such as, "John's coat looks almost like Jack's, but it isn't just like it. John's coat has three buttons and Jack's has four"; (or) "We borrowed a saw from Miss ——'s room. This is the saw. I can tell by this little mark on the handle. See, our saws do not have this mark"; (or) "Look carefully at the ducks that are chasing Angus. Are they just alike? Why not?"

2. Puzzles. Place on the library table some simple puzzles of animals or toys. The attention of the pupils should be called to the shape of the spaces to be filled and to the shape of the pieces. Puzzles could gradually become more detailed as pupils develop ability in noting details. Good puzzles can be obtained from the following companies:

Educational Playthings, Inc., 20 East 69th Street, New York, N. Y.

The Judy Company, 107 N. Third Ave., Minneapolis, Minn.

3. Picture Strips. Prepare picture strips similar to the rows of ducks used in this unit. Many printing sets used in primary rooms are equipped with picture stamps which can be used for this purpose. Simple pictures can be reproduced by mimeograph, or ditto, such as a row of kites, one kite with a different tail, or, a row of tops, one top having two stripes around it instead of three. These picture strips can be used in the manner outlined under Procedure in this unit, to give additional help to pupils who are having difficulty.

4. Picture Cards. The picture strips suggested above may be cut into individual cards. The pupils may put all the like cards in one pile, and the unlike cards in another.

UNIT 14

City and Country (page 16)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of information about community workers
2. His ability to identify certain ideas and concepts pertinent to the social studies
3. His ability to organize and classify these ideas

Procedure

Preparation. Do you remember the trip we took to the country? (If an excursion to the country has been taken, talk about the people, the animals, and the objects seen on the trip. Otherwise, recall things seen in the picture on pages 2 and 3 of *Here We Go*.) We had a good time in the city, too. (Talk about the trip to the fire station, the post office, etc. If no excursions have been taken, talk about the buildings, the people, etc., seen in the picture on pages 4 and 5 of *Here We Go*.)

(The following activity is simply suggestive. Have on the board two columns of simple outline drawings. The following objects are suggested.)

drum	star
house	chair
table	bat
moon	horn
ball	barn

We are going to mark our books in a new way this morning. I think that we need a little practice. Find the picture of the drum, Jack. Now find the picture of the horn. Draw a line from the drum to the horn. (Give all the help necessary. Be sure that the line is drawn from *left* to *right*, from the *drum* to the *horn*. Continue in the same way for other pictures, giving each child an opportunity to follow the direction.)

Developmental activities. Now we are ready for some fun with our books. (Distribute the books and check the new

page number by counting.) Find the title and then take a quick look at the pictures. Some of the pictures make you think of the city. Some make you think of the ———. I guess that is why the title is *City and Country*.

(Discuss, first, the pictures on the left. Use guide questions such as, "Where would you see this man — in the city or in the country? What kind of work does he do? How does he help us?" Then discuss the two pictures on the right. Use guide questions such as, "How do we know that the top picture is a picture of the country? What else would we expect to see in the country?")

Independent activities. (The group should be separated.) Now put your markers under the first picture on the left. (See that all markers are placed correctly.) Where does this man belong, in the city or in the country? Draw a line from this man to the picture where he belongs. (See that all lines are drawn correctly. Give no further help.) Put your markers under the picture of the next man. Where does he belong? Draw a line from this man to the picture where he belongs. (Continue in the same manner for the rest of the page.)

Appraisal. (Check the marking of books as on previous days and have some child who needs number experience count the books marked correctly.)

Diagnosis of Pupil Responses

1. Which pupils show growth in their background of information and in accuracy of concepts as a result of the Developmental Activities outlined for Units 2, 3, and others?
2. Which pupils still show lack of informational background and so need further developmental activities?

Further Developmental Activities

If the developmental activities outlined so far have been carried out, this page, aside from the new direction of drawing a line from ——— to ———, should cause little difficulty for any pupil in the average group. For pupils in slow groups who still have trouble, review the Identification and Classi-

fication Activities listed for Units 2 and 3. For those pupils who have difficulty in following directions, give more activities with simple outline pictures on the board as suggested under Procedure in this unit. If one or two pupils persist in having difficulty, a further understanding of the specific nature of the difficulty should be secured by means of an individual test of reading readiness.

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 15

Something Gone (page 17)

Major Factors with Which This Unit Is Concerned

1. Visual discrimination: the pupil's ability to note missing parts
2. His ability to match the form and meaning of pictures by supplying missing parts

Procedure

Preparation. We are going to have a fine time this morning. We are going on a hunt. Do you remember our "duck hunt"? (Allow several minutes in which the children can tell how they have hunted for Easter eggs, or have been on a treasure hunt, or some similar experience. Then talk about hunting for articles which have been lost.) Hunting is always fun when you find what you are looking for. I hope that we find what we are looking for this morning.

Developmental activities. (Distribute the books and check the page number by counting as on previous days.) Have you found the title? Since we are looking for *Something Gone*, maybe you can guess what the title says. You are right. The title says *Something Gone*.

Independent activities. Put your marker under the first row of pictures. Let's play "Secrets." Think, but don't say anything. Look carefully at the first picture. Now look at the

second picture. Something is gone from this second picture. Can you see what is gone? As soon as you have found what is gone, come and whisper to me and tell me what it is. (Continue in the same way for the rest of the page. Try to have each child find out the missing parts for himself. Give no help unless it is absolutely necessary. This activity may be terminated by having the child mark the missing part with a cross.)

Diagnosis of Pupil Responses

1. Which pupils show growth in ability to note details as a result of the Developmental Activities outlined for Unit 13?
2. Which pupils need further developmental activities in noting details?
3. Which pupils show growth in ability to work independently?

Note: Few pupils may be expected to have difficulty with this unit. But it is important that these pupils be singled out for special analysis and help. It is probable that all pupils can profit by this unit, in that their perception of details will be made more acute.

Further Developmental Activities

With slow groups and with individual pupils from average groups who need further guidance, engage in developmental activities similar to those outlined for Units 9 and 13. Use every opportunity possible in the activities of the day to develop keen visual discrimination, such as "How many boys are absent this morning? Who are they?" (or) "Here is the kite John made. It is almost finished. There is one thing more he must do. What is it?" (or) "This is a good airplane Mary drew, but one thing is missing. What is it?" (or) "There should be six tools in our tool box. One is gone. What tool is missing?"

Mimeograph, or reproduce by ditto, simple pictures with some part missing. Have the pupils draw in the missing part. In all activities concentrate on the pupils who have difficulty.

UNIT 16

Listen (page 18)

Major Factor with Which This Unit Is Concerned

The pupil's ability to make certain speech sounds (*s, th, r, w*) when these sounds appear at the beginning, at the end, or in the middle of a word

Procedure

Preparation. We certainly had to have sharp eyes when we went hunting. Today we are going to have to have sharp ears. (Distribute the books and check the new page number by counting.) Remember, first find the title. Today the title says *Listen*. That title tells me that we must have sharp ears. It takes sharp ears to listen well. (Allow a few minutes for free discussion. Encourage the pupils to ask questions about any items that are unfamiliar.) This time the pictures have words printed under them.

Developmental activities. Put your markers under the first row of pictures. Be sure that your markers are under the words, too. I am sure that you want to know what the words under the pictures say. I will say them for you. *Listen* carefully. Use your sharp ears; then you will be able to say them, too. Are you looking at the first picture? The word under the picture says *saw*. (Enunciate in a clear but not an exaggerated manner. *Caution:* It is important that the teacher understand that the words under the pictures are not there for the purpose of developing word recognition ability.) Why is *saw* a good word to go with that picture? Can you say *saw*? Let me hear you. (Give each child a turn. Listen carefully for pupils who are not able to make the *s* sound.)

(Continue in the same manner for each of the other pictures on the page. Be sure to point out why each particular word is a good word to go with that particular picture. Discuss each picture in detail, noting each pupil's background of information. Use the pictures to extend experience and to clarify concepts. Keep a diary record of those pupils who have difficulty

with the speech sounds *s*, *th*, *r*, *w*, when these sounds appear at the beginning, at the end, or in the middle of a word.)

Diagnosis of Pupil Responses

1. Which pupils are unable to make certain speech sounds?
2. Which pupils are unable to make certain speech sounds when these sounds appear at the beginning, in the middle, or at the end of a word?
3. Which pupils show a sign of reading readiness by revealing an interest in word forms?

Further Developmental Activities

Introductory note. The best method of speech correction with little children is through ear training and imitation. It is in no way contended that the developmental activities listed below will cure exaggerated cases of speech handicaps. Such cases should be referred to a speech clinic. These activities should, however, be of great assistance in improving infantile speech, slovenly speech, and foreign language handicaps. They can profitably be used with all pupils in both average and slow groups. Through such activities, pupils will develop power in hearing speech sounds. This is a necessary background for the word recognition techniques of the later reading program. For further assistance the teacher is referred to the following books:

Abney, Louise, and Miniace, Dorothy. *This Way to Better Speech*. Yonkers-on-Hudson, N.Y.: World Book Co., 1940.

Lloyd, Pearl M. *My First Speech Book*. New York: Newson & Co., 1942.

Mulgrave, Dorothy I. *Speech for the Classroom Teacher*. New York: Prentice Hall, 1937.

Nemoy, Elizabeth M., and Davis, Serena F. *Correction of Defective Consonant Sounds*. Boston: Expression Co., 1937.

Welsch, J. Dale, and others. *My Own Speech Reader*, Book One. Champaign, Ill.: Johnson, Randolph Co., 1942.

1. Production of the *s* sound. The front teeth should be together or nearly so. The tip of the tongue is raised almost to the teeth ridge. The air spills through the narrow channel against the teeth producing the unvoiced fricative sound of *s*. The sound *s* may also be made with the point of the tongue down behind the lower teeth. Individuals may vary in the way they produce sounds most easily. It is up to the teacher to work on the ways which she discovers are peculiar to the individual child.

2. Mistakes commonly made in production. If a child lisps, making a definite substitution of the *th* for the *s* sound, or just a dull *s* sound, it may be that a front tooth is missing, that there are spaces between the teeth, that the front teeth cannot be brought together, or that the tongue tip is so far forward that it blocks the opening between the tongue and the teeth. The dentist should be consulted for structural faults. Where poor tongue habits are the cause, the tongue should be pushed back and up from the *th* position to make the *s* sound. This will leave the opening between the teeth and the tongue free and will allow a sharp clear hiss to be produced.

In a lateral lisp, that is, when the *s* sounds something like a whispered *l*, the condition is due to the escaping of the breath on one or both sides of the tongue instead of directly over the tip. Pushing the cheeks gently with the hands in an effort to stop the breath from escaping from both sides of the tongue and experimentation with raised or lowered tongue positions may be helpful.

In cases of infantile speech the *s* sound is commonly omitted, especially when it is followed by another consonant in such words as *stand* or *snow*. In such cases the child will need to hear words in which the sound is made correctly. After intensive ear training, the devices listed for this sound under *Games* may be used.

3. Ear training activities. Children who have trouble in producing the *s* sound either in the initial, in middle, or in the final positions in words should be given ample opportunities to hear this sound made correctly in familiar and in new situations. Poems, rhymes, or jingles will be helpful in carrying

out this procedure. The following are suggested poems and rhymes for the hearing of the *s* sound:

a) *Mother Goose*

Simple Simon

See-saw, Margery Daw

Sing a Song of Sixpence

Goosey, Goosey, Gander

b) *Poems*

Aldis, Dorothy. "Somersault," selected from *Everything and Anything*. New York: G. P. Putnam's Sons, 1936.

Tippett, James. "Familiar Friends," selected from *I Spend the Summer*. New York: Harper & Bros., 1930.

c) *Game*. "Quiet Lips." (A game for the exercise of lips and jaw as well as for ear training.) We know many Mother Goose rhymes, but this morning I am thinking of one we have never said before. I would like to have the first turn to say it. (Say "See-saw, Margery Daw" several times, making it a point to say every word as clearly and distinctly as possible and yet not lose the rhythm of the rhyme.) Now I am going to say it again and this time I want you to do something, too. You may use your "quiet lips." This is what they are. I hope that you have some, too. (Say the rhyme again making articulation movements, but not whispering or voicing a sound. Then, while you say the rhyme aloud, have the pupils use their "quiet lips." This provides motivated practice for the exercise of the tongue, lips, and jaw, the development of which is most necessary for clear articulation.)

Now I am sure that we all know the rhyme. Let's say it together. Be sure to say your words plainly. (Say the rhyme several times. This is a form of choric verse and will aid children who have speech difficulties to practice and still not be self-conscious in the group.) Who would like to say the rhyme alone? The rest of us will use our "quiet lips" to help you. (Urge those pupils who have difficulty with the *s* sound to say the rhyme alone.) Saying rhymes is fun, isn't it? (It is well to stress the game and fun side of speech work. It keeps the child happy, does not allow him to become self-conscious about his inability to make the correct sounds, and it is one of the best forms of motivation for developing correct sound production habits.)

d) *Imitating Sounds*. Play that you are a teakettle and that the water is boiling. The teakettle says *s-s-s-s-s-s*. (Say the *s* sound softly and watch the pupils to see that they do not strain in trying to hold the sound too long.)

Play that you are a big steam engine. You have just pulled a long freight train up the hill. Now you are going down the hill, so you aren't using so much steam. You want to let off steam *s-s-s-s-s-s*.

Play that you are the big goose on Grandfather's farm. You are very cross and you are saying *his-s-s-s-s*. (Prolong the *s* sound.) Say it with me three times slowly. Now say just the last part *s-s-s-s-s*.

4. **Practice activities for correct sound production.** Following the correct production of the *s* sound, drill should be given in repeating, after the teacher, familiar and new words to help form the correct habit in producing the *s* sound. The teacher's ear must be trained to note any deviation from the clear sound of *s*. There is very little difference in the tongue position of *s* and *sh*. If the tongue is too high, a shrill *s* sound may be produced instead of a clear *s* sound.

a) *Parrot Game*. I am going to say something to you. Be a parrot and say what I say three times. (The following words from the Alice and Jerry Preprimers are suggested.)

house said saw see something store

Now I am going to say two words. Be parrots, listen carefully, and then say the words as plainly as you can. (Pronounce the following pairs of words noting the pupil's ability to make the distinction between the *s* and the *sh* sound.)

sip ship sore shore sell shell

b) *Pantomime*. Whisper certain action words containing the *s* sound to individual pupils. Have them illustrate the action in pantomime while the rest of the group guesses what word they are illustrating. The following words are suggested:

saw skip step sit sleep dance slide sneeze

Row Two

1. **Production of the *th* sound.** The unvoiced sound of *th* as in *thin* is made when the tip of the tongue is brought for-

ward between the teeth allowing only a small amount of air to escape. The voiced sound of the *th* in *this* is made in the same way, but the vocal folds are vibrating so that the sound is voiced.

Examples of unvoiced *th* are: bath, breath, thin, toothache, earth.

Examples of voiced *th* are: bathe, breathe, then, father.

2. Mistakes commonly made in production. The voiced and unvoiced *th* sounds are often substituted for each other, resulting in incorrect pronunciation of the word.

In the case of the unvoiced *th*, the *s* sound is sometimes substituted. In the case of the voiced *th*, the *z* sound may be substituted. These mistakes may be due to a high placement of the tongue.

3. Ear training activities. Use the following rhymes and poems in the manner suggested in "Quiet Lips" under the activities listed for the *s* sound:

a) *Mother Goose*

Five Toes

Early to Bed

The North Wind Doth Blow

b) *Poems*

Aldis, Dorothy. "Friends," selected from *Everything and Anything*. New York: G. P. Putnam's Sons, 1936.

c) *Imitating Sounds*. Play that you are a kitten. Put your tongue out and try to touch the piece of paper or the feather that you may hold in front of your mouth. Hold the feather a little farther away and see if you can still touch it. Now put your tongue between your teeth and let me see just a little of it. (Not more than $\frac{1}{4}$ of an inch.) Say *th* (unvoiced) and see if your breath blows the paper. Now do it and say *th* (voiced).

Play that you are a clown making funny sounds. Put your tongue between your teeth and blow out. Now say *sa* (long vowel), *tha* (unvoiced *th*) *sa, tha, sa, tha*.

Now try again and say *ta* (long vowel) *tha* (unvoiced *th*), *ta, tha, ta, tha*. (If a child still cannot make the *th* sound, use a mirror. Have him watch his tongue as he puts it out and then draws it up and back so that it touches the upper teeth ridge. Then have him practice blowing a feather.)

4. Practice activities for correct sound production.

a) *Parrot Game*. See the activities listed for the *s* sound. The following words are to be repeated by the pupils:

(Unvoiced *th*)

thing north three south thank thought thirsty

(Voiced *th*)

father mother other them they there these

Suggested words to show whether or not pupils can produce both the *s* and *th* sounds:

sink think sing thing pass path moss moth

b) *The Parade*. Have you ever seen a parade? What was there to help the people keep time as they were marching? A band, of course. But the band doesn't always play all the time. Sometimes there is just one thing playing to help the people keep time. What is it? The drum, of course. Did you ever hear the drum say thumpty, thumpty, thump, thump, thump? (Say it in rhythm.) Make a play drum with your arm, and beat it with your other hand. Let's hear your drum, John. (Call on pupils who have difficulty with the *th* sound.)

Row Three

1. **Production of the *r* sound.** The lips are rounded and protruded slightly. The front part of the tongue is raised, almost touching the teeth ridge. The breath passing over this obstruction produces the voiced sound of *r*. There is no unvoiced partner for *r*.

2. **Mistakes commonly made in production.** If the tip of the tongue is not far enough back and is not held firm while producing the *r* sound, a trilled effect may be heard such as, *carrrrr*.

Substitutions common for *r* are *w* (wed for red), *l* (lice for rice), and *oi* (boid for bird). The sound represented by the *ir* in bird, the *ur* in curl, the *ear* in early, the *or* in worm, etc., is technically a vowel sound, but it has an *r* quality. Therefore it is mentioned at this point. There may also be an omission of the *r* sound. These mistakes are due to improper relationship of parts of the tongue and lips; that is, the tongue may be relaxed and not back far enough in the mouth. If these mistakes

are not corrected by the following suggestions, it would be advisable to take the child to a speech clinic.

3. **Ear training activities.** Use the following rhymes and poems in the manner suggested in "Quiet Lips" under the activities listed for the *s* sound:

a) *Mother Goose*

Ride a Cock Horse

Rock-a-bye Baby

Rain, Rain, Go Away

b) *Poems*

Aldis, Dorothy. "The Rain," selected from *Everything and Anything*. New York: G. P. Putnam's Sons, 1936.

c) *Imitating Sounds.* Do you like to eat peanut butter sandwiches? Sometimes the peanut butter sticks to my mouth—especially right up here at the top. Then I have to take my tongue and scrape the peanut butter back over the roof of my mouth, like this. (Move the tip of the tongue back over the roof of the mouth, holding it back on the soft palate for several seconds.) Can you scrape the peanut butter from the roof of your mouth? (This is good exercise for the development of tongue control, as well as an aid to the production of the sound of *r*.) Let's do it again, and this time while the tip of your tongue is way back see if you can say *r*. Now say it three times like this *r r r*.

(Have a child look into a mirror while the teacher produces the *r* sound in front of the same mirror. Point out how far back the underside of the tongue goes. The sides of the blade of the tongue are pushed against the teeth. It may help in some cases to push the tip of the tongue gently back with a tongue depressor.)

(Play the "Clown Game" using the short *u* sound in combination with *r* and *l* such as, *ul, ur, ul, ur, ul, ur*. Have a child repeat, looking into the mirror and noting the movement of the tongue to the back in saying *r*. Repeat several times in rapid succession.)

4. **Practice activities for the correct sound production.** *Parrot Game.* See the activities listed for the *s* sound. The following suggested words may be used for repetition:

ran red ride surprise right ribbon carry

Suggested combinations :

rag	wag	ride	wide	ripe	wipe
coil	curl	early	oily	nurse	noise
lace	race	lock	rock	read	lead
				rest	west

Row Four

1. **Production of the w sound.** To make the sound of *w*, round the lips more tightly than for the *oo* sound in *cool*. The tip of the tongue is behind the lower teeth, and the back of the tongue is bunched up almost to the velum. As the voiced breath is expelled to make the sound *w*, the lips glide quickly into position for the following vowel.

2. **Mistakes commonly made in production.** Often the sound *v* is substituted for the *w* sound (vent for went). This is due to the lower lip touching the upper teeth instead of having the lips rounded.

In cases of infantile speech the *w* is frequently omitted entirely. Ear training and calling attention to the correct pronunciation of words will help in such cases.

3. **Ear training activities.** Use the following rhymes and poems in the manner suggested in "Quiet Lips" under the activities listed for the *s* sound:

a) *Mother Goose*

Wee Willie Winkle

Twinkle, Twinkle, Little Star

THERE WAS AN OLD OWL

There was an old owl
Lived in an oak,
Wishy, washy, weedle.

And all the words
He ever spoke
Were fiddle, faddle, feedle.

b) *Imitating Sounds.* We all like to see airplanes. Today let's play we are airplanes. They make a sound like this, *w-w-w-w-w*. Play that you are an airplane, John, and see how

far you can fly on just one breath. (Have the pupil take a deep breath through the nose and say *w-w-w*. Do not allow the pupil to strain. Have him stop when his breath is almost gone. This is a combination drill for breath and tone quality as well as for the correct production of the sound *w*.)

Play you are clowns and say (long or short vowel sounds may be used),

wa	wa	wa	we	we	we	wi	wi	wi
wo	wo	wo	wu	wu	wu			

(Combine the above sounds in various ways or in various rhythms.)

wa wo wu wa — wa, wa, wa

4. Practice activities in sound production.

a) *Parrot Game*. The following words are to be repeated:

walk want went window with was will wish

The following suggested words test a pupil's ability to hear the difference between *v* and *w* and to make the two sounds correctly:

went vent wine vine west vest

b) *Pantomime*. See the suggestions listed for the *s* sound.

walk wash wink wind wipe wring swim

c) *Completion Exercises*.

If I walk in the rain, I may get ———. (wet)

Snow comes in ———. (winter)

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 17

Go Together (page 19)

Major Factor with Which This Unit Is Concerned

The pupil's ability to perceive relationships between ideas

Procedure

Preparation. Do you remember the good time we had finding things which went together? *Shoes* went with ———. *Cup* went with ———. *Knife* went with ———.

I am going to put three pictures on the chalk rail. Two of the pictures go together. Who can find the two pictures which go together? (Use picture cards, Numbers 5, 6, 8, 9, 11, 12, 14, 22, 33, 44, 47, 50, 54, 59. If picture cards are not available, pages 12 and 13 in the book may be reviewed, or this part of the procedure may be omitted.)

puppies	dog	ducks
fire plug	fireman	mailman
bus driver	boat	bus
farmer	deer	cow
hangar	boat	airplane

Developmental activities. In our books there are some new pictures of things which go together. (Distribute the books and check the new page number by counting.) Remember to look for the title first. We are looking for things which go together. I suppose that is why our title is *Go Together*. What does it say? (Allow several minutes for free conversation about the pictures. Stimulate the children to ask questions about any item which they have never seen before. The idea of the organ-grinder will need to be developed with many groups. Take plenty of time to tell about the organ, the music, the dancing monkey, and the collecting of pennies in the monkey's red cap.)

Independent activities. (Following the general discussion, the children should be able to perceive relationships and to mark the pictures by themselves. The group should be separated for individual work.) Put your markers under the first row of pictures. Look carefully at the first picture. There is another picture in this row which goes with the first picture. Can you find it? Put a cross on it because it goes with the first picture. (Proceed in the same manner for the other rows.)

Appraisal. (Check to see that the books have been marked correctly. Have the books which are marked correctly counted by some child who needs experience in counting.)

Diagnosis of Pupil Responses

1. Which pupils show weakness in their background of information about any of the items represented in the pictures?

2. What evidences of growth can be seen in the group and in the individual pupil's ability to associate ideas and to perceive relationships?

Further Developmental Activities

If the developmental activities outlined for the preceding units have been carried out, the only unfamiliar item should be the organ-grinder. Give the pupils the experience of seeing a real organ-grinder if possible. Otherwise give vicarious experiences through books and pictures. The following are suggested:

Bianco, Margery. *The Hurdy-Gurdy Man*. (Will need to be simplified.) New York: Oxford University Press, 1933.

Field, Rachel. "The Elfin Organ-Grinder," selected from *Taxis and Toadstools*. New York: Doubleday, Doran & Co., 1926.

Winchell, Dorothy. *Jocko*. Chicago: Albert Whitman & Co., 1937.

Continue using the Development Activities outlined for Unit 10, with all pupils in slow groups and with individuals in the average groups who are still having difficulty.

UNIT 18

Baby Animals (page 20)

Major Factor with Which This Unit Is Concerned

The identification, organization, and classification of certain ideas and concepts pertinent to science activities

Procedure

Preparation. The most interesting things on the farm are the animals. The big animals are interesting, of course, but the baby animals are even more interesting. I have put some pictures on the chalk rail this morning. (Use picture cards, Numbers 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 37, 39.) Some are mother animals. Some are baby animals. You may each choose a picture. Tell me whether your animal is a

mother or a baby; then tell me its name. Shall I begin? (Choose a picture.) This is a baby cow. We call it a calf. (It is quite generally recognized that children, in later reading activities, say kitten for cat, puppy for dog, and the like, largely because they lack precise concepts. Be sure that children are using the correct word for the animal they have chosen. Give whatever help is necessary but initiate the habit of calling the animal by its correct name. Continue until all cards have been chosen. Have the children change cards and name the animal they then have as they put their pictures back on the chalk rail.)

Who can find all the pictures of the mother animals? Tell the name of each animal as you pick up the card. Put the cards on this chair. How many cards are there? Now, who can name the baby animals and put these cards on this second chair? How many pictures of baby animals are there?

Now let's see if you can do this. Choose the picture of a mother animal; then find the picture of her baby. Put the two pictures side by side on the chalk rail. What is the name of the mother? What is the name of the baby?

Shall we play a game? I will say the name of a mother animal. You answer by telling the name of her baby. I hope that no one misses.

Developmental activities. (Distribute the books and check the new page number by counting.) Have you found the title? It says *Baby Animals*. Why is that a good title? (Allow a few minutes for free conversation about the pictures. Call attention to the fact that the mother animals are on the left side of the page and the babies are on the right. Then the group should be separated.)

Independent activities. Put your markers under the picture of the first mother animal. (See that all markers are placed correctly.) Now, can you find her babies? Draw a line from the mother to her babies. (See that all lines are drawn correctly. Give no further help.) Put your markers under the next picture of a mother animal. Now, find her baby. Draw a line from the mother animal to her baby. (Continue in the same manner for the rest of the page. Be sure that lines are drawn from left to right.)

Appraisal. Bring your books to me one at a time. As you hand me your book, I will say the name of a mother animal. You tell me the name of her baby. (Give each child practice on the particular word which was unfamiliar to him.)

Diagnosis of Pupil Responses

1. Which pupils show lack of informational background about any of the animals shown in the pictures?
2. Which pupils have inaccurate concepts?

Further Developmental Activities

Continue the developmental activities similar to those outlined under the Procedure in this unit and in Units 2, 3, and 14, with slow groups and with all pupils in average groups who need further help. A chart or a booklet of mother animals and their babies may be made. Oral yes and no, completion, and multiple choice statements may be used for games such as the following:

A kitten is a baby cat. (yes)

A colt is a baby cow. (no)

A calf is a baby ———.

A lamb is a baby ———.

A colt is a baby sheep, a baby cow, a baby horse.

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 19

Say (page 21)

Major Factor with Which This Unit Is Concerned

The pupil's ability to make certain speech sounds (*l, v, d, b, g*) when these sounds appear at the beginning, at the end, or in the middle of a word

Procedure

Preparation. I hope your ears are sharp today. We are going to hear some new words. If we hear them correctly, it will help us to say them correctly.

Developmental activities. (Distribute the books and check the new page number by counting.)

Have you found the title? We are going to listen closely so that we can *say* the words correctly. I think that is why our title is *Say*. (Allow several minutes for free conversation about the pictures. Check carefully on the informational background and watch for unfamiliar concepts.)

Now put your markers under the first picture. Be sure that you can see the words, too. The word under the first picture says *lambs*. (Enunciate clearly but not in an exaggerated manner.) Why is *lambs* a good word for that picture? Can you say *lambs*? Let me hear you. (Give each child a turn to say the word. Listen carefully for pupils who cannot make the *l* sound. Continue in the same manner for each of the other pictures. Be sure to point out why each particular word is a good word to go with that particular picture. Keep a careful record of those pupils who have difficulty with the speech sounds [*l, v, d, b, g*] when these sounds appear at the beginning, at the end, or in the middle of a word.)

Diagnosis of Pupil Responses

1. Which pupils are unable to make certain speech sounds?
2. Which pupils are unable to make certain speech sounds when these sounds appear at the beginning, at the end, or in the middle of a word?
3. Which pupils show a sign of reading readiness by revealing an interest in word forms?

Further Developmental Activities

These activities can profitably be used with all pupils in both average and slow groups. They will develop power in hearing speech sounds, which is a necessary background for the word recognition techniques of the later reading program.

Row One

1. **Production of the *l* sound.** The sound of *l* is made by raising the tip of the tongue to the teeth ridge and allowing the voiced breath to pass around the sides of the tongue.

2. **Mistakes commonly made in production.** A common substitution for the *l* sound is that resembling the *w*, resulting in *barw* for *ball* or *farwing* for *falling*. A help for this fault is to raise the tongue to the teeth ridge instead of letting it lie flat and relaxed.

3. **Ear training activities.** Use the following rhymes and poems in the manner suggested in "Quiet Lips" under the activities listed for the *s* sound:

a) *Mother Goose*

London Bridge

A Diller, A Dollar

Little Boy Blue

Looby Loo

b) *Poems*

Aldis, Dorothy. "Little," selected from *Everything and Anything*. New York: G. P. Putnam's Sons, 1936.

Bangs, J. K. "The Little Elf-Man," selected from *Silver Pennies*, compiled by Blanche Jennings Thompson. New York: Macmillan Co., 1925.

c) *Imitating Sounds.* Have the pupils pretend they are clowns and imitate the following sounds using the long vowels:

la la la le le le li li li lo lo lo loo loo loo

Combine the sounds in different ways and use different rhythms:

la le la le lo lo loo le lo lo lo

4. **Practice activities in sound production.**

a) *Parrot Game.* See the activities listed for the *s* sound. Words for repetition:

lamb land alley ball Alice little like look

Words to test the pupil's ability to make a clear distinction between the *l* and *w*:

leak weak life wife leap weep

b) *Pantomime.* See the activities listed for the *s* sound.

laugh look call pull roll crawl fall clap

1. **Production of the *v* sound.** Place the upper teeth on the top of the lower lip and force the vocalized breath through the obstruction to make the sound of *v*. The unvoiced partner of *v* is the sound of *f*.

2. **Mistakes commonly made in production.** Common substitutions for the *v* sound are the *f* sound, the *w* sound, and a weak *b* sound. The lower lip must be against the edge of the upper teeth to correctly produce the *v* sound.

3. **Ear training activities.** Use the following rhyme in the manner suggested in "Quiet Lips" under the activities listed for the *s* sound:

a) *Mother Goose*

One, two, three, four, five,
I caught a hare alive.

b) *Imitating Sounds.* This is an easy sound to make and to see in the mirror. The child may hold a feather in front of his lips and watch to see how it moves. Have the pupils pretend that they are clowns and imitate the following sounds in rhythm, or in any combination they enjoy. Be sure that they make a clear *v* sound.

va ve vi vo vu

Play the airplane game, making a clear *v* sound to imitate the sound of the plane. When the plane is near, the sound is louder, but as it gets farther away, the sound grows softer and softer.

4. **Practice activities in sound production.** *Parrot Game.* See the activities listed for the *s* sound.

Words for repetition:

vine visit five shovel vase voice shelves

Words to test the pupil's ability to make a clear distinction between *v* and *f*, and *v* and *b*:

vote boat vase face veal feel vine fine

Row Three

1. **Production of the *d* sound.** The *d* sound is the voiced partner of the *t* sound. The sound of *d* is made by placing the

tongue against the teeth ridge and expelling the voiced breath explosively as the tongue is quickly drawn down and back.

2. **Mistakes commonly made in production.** Some children will substitute the unvoiced *t* for the sound of the voiced *d*. The sound of *d* must be produced with a voiced breath.

3. **Ear training activities.** Use the following rhymes in the manner suggested in "Quiet Lips" under the activities listed for the *s* sound:

a) *Mother Goose*

Hey, Diddle, Diddle Ding, Dong, Bell
Deedle, Deedle, Dumpling Old Mother Hubbard

b) *Imitating Sounds.* Baby brother is just learning to talk. He says da da da da. Sometimes he doesn't say it very plainly. Then you must help him. Show us how plainly you can say it five times.

da da da da da

Maybe Baby can say

de de de de de di di di di di do do do do do

4. **Practice activities in sound production.**

a) *Parrot Game.* See the activities listed for the *s* sound.

Words for repetition:

did do down had ride red said garden

Words to test the pupil's ability to make clear distinction between *d* and *t*:

dime time fad fat add at same tame

b) *Pantomime.* See the activities listed under the *s* sound.

ride hide slide dance drop

Row Four

1. **Production of the *b* sound.** Press the lips tightly together. Then draw them suddenly apart so that the air escapes with a slight explosion and the voiced sound of *b* is produced.

2. **Mistakes commonly made in production.** Substitutions commonly made for the *b* sound are its unvoiced partner or the *v* sound. The latter results from failure to close the lips tightly. Accurate and firm placement of the organs of speech are essential for the production of satisfactory speech sounds.

3. **Ear training activities.** Use the following rhymes and poems in the manner suggested in "Quiet Lips" under the activities listed for the *s* sound:

a) *Mother Goose*

Bye, Baby Bunting	Baa, Baa, Black Sheep
Bobby Shafto	Little Bo-peep

b) *Poems*

Aldis, Dorothy. "Brooms," selected from *Everything and Anything*. New York: G. P. Putnam's Sons, 1936.

c) *Imitating Sounds.* Play that you are the bee in the story of "The Boy and the Goat." The bee came buzzing, buzzing, buzz, buzz, buzz. Play that you are the funny clown saying ba be bi bo bu (long or short vowel sounds).

Have a pupil make the sound while looking into a mirror. Be sure that the lips are pressed tightly together. The tongue lies flat and relaxed in the mouth.

4. **Practice activities in sound production.** *Parrot Game.* See the activities listed for the *s* sound.

Words for repetition:

big blue boat brown ball but box bird

Words to test the pupil's ability to make clear distinction between *b* and *v*:

boat vote stub stove ban van

Row Five

1. **Production of the *g* sound.** The *g* sound is made by pressing the back of the tongue against the soft palate and allowing the voiced breath to escape explosively as the tongue is suddenly lowered. *K* is the unvoiced partner of *g*. The *g* sound has a double sound value. The true sound of *g* is represented in such words as *goat*, *go*, *game*; the *j* sound in such words as *engine* and *gentle*.

2. **Mistakes commonly made in production.** The substitution of the unvoiced *k* for its partner the voiced *g* is often made.

3. **Ear training activities.** Use the following rhymes and poems in the manner suggested in "Quiet Lips" under the activities listed for the *s* sound:

a) *Mother Goose*

Hark! Hark!

Goosey, Goosey, Gander

Higgeldy, Piggeldy, My Black Hen

b) *Poems*

Lindsay, Vachel. "An Explanation of the Grasshopper," selected from *Under the Tent of the Sky*, compiled by John E. Brewton. New York: Macmillan Co., 1937.

c) *Imitating Sounds*. While making the sound in front of the mirror, put the tip and blade of the tongue down behind the lower teeth. The back of the tongue is bunched up to meet the soft palate. This is an explosive sound. Be sure that the sound is voiced. Have the pupils imitate clowns and make the sounds with different combinations and in different rhythms.

4. **Practice activities in sound production.** *Parrot Game*. See the activities listed for the *s* sound.

Words for repetition:

go going good got green dog again wagon

Words to test the pupil's ability to make a clear distinction between the *g* and *k* sounds:

game came bag back pig pick rags racks

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 20

In and Out (page 22)

Major Factors with Which This Unit Is Concerned

1. The pupil's vocabulary and concept development
2. His ability to associate ideas
3. His ability to recognize opposites (ideas)

Procedure

Preparation. You remember what a good time we had looking for things which were alike. We found that some things were just alike and that some things were different. Today we

are going to have fun thinking of things that are very different. When things are very different, we say that they are opposites. I know a boy who has an *old* cap. Yesterday, his father bought him a *new* cap. His *old* cap is very different from his *new* cap. *Old* things are always different from *new* things. *Old* and *new* are opposites. Now listen carefully. If something is not *old*, it may be *new*. Did you hear the two opposites? What are they? Listen again. A pillow is not *hard*. A pillow is *soft*. Did you hear the two words that are very different? Did you hear the two words which are opposites? What are they? Yes, *hard* and *soft* are opposites. Listen again. If you are not *awake*, you are *asleep*. What two words are opposites? If you are not *hot*, you may be *cold*. What two words are opposites? Now, let's play a game. I'll begin the sentence and you end it for me. Your dress is not *old*, Mary, it is ———. You are not *asleep*, John, you are ———. In winter you are not *hot*, Jack, you are ———. Your bed is not *hard*, Fred, it is ———.

This time, I will just say the word. You tell me the opposite. If I say *hot*, you will say *cold*. (Use the same opposites which have previously been developed.)

Developmental activities. Now we are going to have fun with our books. The pictures will tell us some more opposites. I wonder if you can guess what they are? (Distribute the books and check the new page number by counting.) Put your markers under the title. Remember, we are going to look for opposites on this page. Our title is *In and Out*. Is that a good title? Why? Yes, because *in* and *out* are opposites. If you are not *in* the house, you may be *out* of the house. *In* and *out* mean very different things.

Put your markers under the first row of pictures. Be sure that your markers are under the words, too. (See that all markers are placed correctly.) Shall I read the words for you? The word under the first picture is *boy*. Why is that a good word to put under that picture? The word under the next picture is *girl*. Why is that a good word for that picture? What do you think the word under the last picture says? Does it look like the word *boy* under the first picture? (*This is not a word recognition exercise. Its purpose is the association of meaning with symbols but not the accurate recognition of those symbols when*

dissociated from the pictures. With certain groups of immature pupils, it is probably well to emphasize only the meanings involved, leaving the word discrimination activities until a later time. The chief purpose of this activity is to detect vocabulary deficiencies and to initiate the development of a precise meaning vocabulary. If certain pupils show signs of discriminating between word forms, all well and good. Unless such discrimination is a natural development, it should not be stressed at this time.) Here we have pictures of a boy, a girl, and another boy. Which two pictures are very different? Which two pictures are opposites? Yes, *boy* and *girl* are opposites.

Move your markers down under the second row. Be sure to put your markers under the words. I will read them for you. The word under the first picture says *up*. Why do you think that is a good word to put under that picture? What do you think the word under the next picture says? Is *up* a good word for that picture? Does the word *up* under the second picture look like the word *up* under the first picture? The word under the last picture says *down*. Why is that a good word to put under that picture? Now let's look at the first picture again. *Up* — the girl in this picture is going *up*. Where is the picture which is very different from *up*? Yes, *down*. If you are not *up* you may be *down*. *Up* and *down* are ———.

Move your markers down under the next row. Be sure to put them under the words. The word that goes with the first picture says *over*. Why is that a good word for that picture? If you look at the next picture and see what is happening, you can tell what the word that goes with that picture says. Why is *over* a good word for that picture? Does the *over* that goes with that picture look just like the *over* that goes with the first picture? Maybe you could guess what the word that goes with the last picture says. Where is that dog? Yes, he is *under* the bed. The word that goes with the picture says *under*. Now look at the first picture again. The pig is getting *over* the fence. Where is the picture that is very different from the first picture? Yes, the third picture where the dog is *under* the bed. *Over* and *under* mean very different things. *Over* and *under* are ———. (Let the children suggest other opposites.)

Move your markers down under the fourth row. Be sure to put them under the words, too. The word under the first picture says *walk*. Is that a good word for that picture? Why? Maybe you could guess what the word under the next picture says. Think what is happening in the picture. Then you will know. Yes, *run*. Why is that a good word for that picture? What is the word under the last picture on the page? Why is *walk* a good word for that picture? Does the word *walk* under this picture look like the word *walk* under the first picture? Now look at the first picture again. *Walk* — which picture means something very different from *walk*? Yes, *run*, of course. *Walk* and *run* are ———.

Independent activities. It has been fun finding opposites. Isn't it? Now, I believe that you can mark your books all by yourselves. (The group should be separated.) Put your markers under the first row of pictures. Look at the first picture in the row. Find the picture that means something very different from the first picture. Have you found it? Make an X on it because it is the opposite of the first picture. Continue in the same manner for the other rows.)

Appraisal. Bring me your books, one at a time. When you bring me your book, I will say a word. Then you must tell me the opposite. The books which are marked correctly go on this chair. How many will there be? You count them and be ready to tell me, John. (Choose some child who is having trouble with counting.)

Diagnosis of Pupil Responses

1. How many pupils have difficulty in recognizing opposites because of vocabulary limitations?
2. How many pupils have difficulty because of inaccurate concepts?
3. How many pupils have difficulty because of inability to perceive relationships?
4. Which pupils are showing increased interest in word forms?

Further Developmental Activities

With slow groups and with particular pupils in the average groups who need further help, plan developmental activities in the light of the above diagnosis. If the developmental activities have been carried out as outlined in the book so far, there should be no trouble in understanding each single item on the page as far as vocabulary and concepts are concerned. Development should come in increased ability to sense relationships and to recognize opposites.

1. Schoolroom activities.

a) *Opposites at work.* Use every opportunity in the regular activities of the day to call attention to opposites. For example, "The board is *black*. The chalk is *white*. *Black* and *white* are ——." (Or) "This door is *open*. The other door is *shut*. *Open* and *shut* are ——." (Or) "I sent Mary *upstairs* on an errand. She is *upstairs*. We are *downstairs*. *Upstairs* and *downstairs* are ——." (Or) "Here comes John. We are *inside* the school building. He is *outside*. *Inside* and *outside* are ——." Do not give examples of too many opposites. A definite vocabulary of opposites with the relationships well understood is better than a large number of hazy concepts.

Continue the activities suggested under Procedure. Provide for constant review of the opposites already developed in addition to the following suggestions:

b) *Pantomime.* Have a child pantomime two opposite ideas, such as *come* and *go*, *sit* and *stand*, *up* (arms up) and *down*, etc. Let other children guess the opposites he portrays.

c) *A game.* "What Can They Be?" One child begins by saying, "Think of something *hard*. Think of something *soft*. What can they be?" The second child answers, "A stone is *hard*. A pillow is *soft*." The second child asks a similar question using different opposites.

2. **Interest in word forms.** Those pupils in the average groups who show an increasing interest in word forms and the ability to note likenesses and differences in the total configuration or word pattern may be singled out for an earlier introduction to reading. If their interest in word forms is very marked, they may begin at once with the reading of the Preprimer, *Skip Along*.

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 21

Come and Go (page 23)

Major Factors with Which This Unit Is Concerned

1. The pupil's vocabulary and concept development
2. His ability to associate ideas
3. His ability to recognize opposites (ideas)

Procedure

Preparation. It was fun finding things that were very different. What did we call them? Yes, opposites. Let's see how many you can remember. If you are not a *boy*, Mary, you are a ———. What two words are opposites? If your kite is not *up*, Fred, it may be ———. What two words are opposites? (Continue the review of the other opposite concepts developed in Unit 20, *old* and *new*, *hard* and *soft*, *in* and *out*, *awake* and *asleep*, *over* and *under*, *hot* and *cold*, *walk* and *run*.)

Now, I'll say just one word. You tell me its opposite. I'll begin with Jack. *Hot* ———. (Review the concepts indicated above.)

Developmental activities. We are going to have some more fun with pictures in our books. We are going to find some more opposites. (Distribute the books and check to find the new page number by counting.)

We always look at the title first. The title tells us what the page is going to be about. Put your markers under the title. It says *Come and Go*. Why is that a good title for this page? Yes, of course. *Come* and *go* are opposites. When you *come* to school and when you *go* home from school you do two very different things. We are going to look for opposites on this page. That is why *Come and Go* is a good title.

Put your markers under the first row of pictures. Be sure that your marker is under the words, too. (This is not a word

recognition exercise. Its purpose is the associating of meaning with symbols but not the accurate recognition of these symbols when dissociated from the pictures.) The word under the first picture is *sit*. Why is that a good word for that picture? (Discuss the fact that little ducks come from eggs just as chicks do. So the mother duck must sit on the eggs just as a mother hen does.)

Think what the man in the next picture is doing. What do you think the word under the picture says? Does it look just like the word *sit* under the first picture? What animal is this in the next picture? We could not put the word *sit* under this picture because the deer is not doing that. He is doing something very different. What word would fit that picture? Yes, *stand*. And that is what the word says, *stand*. Now look at the first picture again. Think what the duck is doing. Now find the picture which means something very different. Which picture is it? Yes, *stand*. *Sit* and *stand* are opposites.

Move your markers down under the next row. Remember to push them down far enough so that you can see the words too. Look at the first picture. Where is Mother? Yes, she is *in* the house; so the word under the picture says *in*. Now look at the next picture. The word under that picture says *out*. Why is that a good word to put under that picture? And now look at the little puppy. Where is the puppy? Then what is the word under this picture? Does it look just like the word *in* under the first picture? Now look at the first picture again. Where is Mother? Yes, she is *in* the house. Can you find the picture which means something very different from the first picture? Which picture is it? Yes, *in* and *out* mean very different things. They are opposites.

Move your markers down under the next row. Move them far enough to see the words, too. The word under the first picture is *little*. Why is that a good word for that picture? The word under the next picture is *big*. Why is that a good word for that picture? What is the animal in the next picture? Yes, a *little* deer. Then what word goes with that picture, *little* or *big*? Does the word *little* look just like the word *little* under the first picture? Now look at the first picture again. Can you find the picture that means something very different from the first picture?

Which picture is it? Yes, *little* and *big* are very different. *Little* and *big* are opposites.

Move your markers down under the next row. Be sure that you can see the words, too. What is this in the first picture? (Talk about snails. Have a real one to show, if possible.) The word under this picture is *slow*. Why is that a good word for this picture? What is in the next picture? (Talk about turtles. Have a real one, if possible.) The word under this picture is *slow*. Why is that a good word for this picture? Does the word *slow* under this picture look just like the word *slow* under the first picture? Now look at the last picture. Rabbits and dogs are not slow. They move ———. Yes, they move *fast*. *Fast* is the word under this picture. Now look at the first picture again. Think how the snail is going. Can you find the picture that means something very different? Which picture is it? Yes, *fast*. *Slow* and *fast* are very different. *Slow* and *fast* are opposites.

Independent activities. Now we are ready to mark our books all by ourselves. (The group should be separated.) Put your markers under the first row. Look at the first picture. Think what the duck is doing. Now find the picture that means something very different. Have you found it? Make a cross on it because it is the opposite of the first picture. (Continue in the same way for the rest of the page.)

Appraisal. Bring your books to me one at a time. When you hand me your book, I will say a word. Then you must say the opposite. The books which are marked correctly will go on this chair. How many will there be, Jane? You count them and see.

Diagnosis of Pupil Responses

1. How many pupils show lack of informational background about any of the items shown in the pictures?
2. How many pupils have difficulty in recognizing opposites due to vocabulary limitations?
3. How many pupils have difficulty due to inaccurate concepts?
4. How many pupils have difficulty because of inability to perceive relationships?

Further Developmental Activities

Background of information. If the developmental activities listed so far have been carried out, the snail is the only item that may be unfamiliar. To enrich the pupils' background of information give them actual experiences with a snail. If such experiences are not possible, vicarious experiences through books will have to suffice. A suggested type of story to be used in this connection is Dorothy Lathrop's *The Snail Who Ran*, published by Frederick A. Stokes Co., N.Y., 1934.

Continue the activities outlined for Unit 20, *In and Out*, with slow groups and with particular pupils in the average group who need special help.

UNIT 22

Jerry's Kite (page 24)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to interpret pictures
2. His ability to follow a series of events and to tell them in the order of their occurrence
3. His ability to detect errors in sequence

Procedure

Preparation. Do you remember Jerry's *Fishing* story and Alice's *Party*? Today we are going to have another story. Jerry is doing something as exciting as going fishing. You certainly will be surprised to see how the story turns out. There is another surprise, too. If your eyes are not sharp, the pictures will play a trick on you.

Developmental activities. (Distribute the books and check the new page number by counting.) I am glad to see that Jack has his marker under the title. We always find the title first. If you take one look at the boy in these pictures and what he is doing, I think that you will know why the title is *Jerry's Kite*. (Allow a few moments for free conversation about the pictures.)

Now put your markers under the first row of pictures.

Picture 1. Look carefully at the first picture. Think, but don't say anything. What is happening in this picture? Jerry has a great many things to work with. I hope that you will tell us what they are and what he is doing with them. Who is ready with a story for the picture?

Picture 2. And now look at the next picture. What happens next? Do you know how to do what Jerry is doing? I hope that you will tell us just how to do it. I wonder if Jerry is talking to himself as he works? Who is ready with a story?

Picture 3. Now comes the most important part of all. Do you know why? I hope that you will tell us what is happening and why it is so important. Who will go on with our story?

Picture 4. And what happens next? Now for some fun! I know that Jerry is talking and talking in this picture. What is he saying?

Row 3. I said that the pictures were going to play a trick on us if we did not look out. They haven't done it yet, have they? The trick must be in this last row. Put your markers under the last row and look at both pictures. Something is wrong. I see what is the matter, do you? (If pupils do not see that the pictures are not in their right order, ask what *has happened* in the first picture. What *is happening* in the next picture? Which happened first? Did the string break first or did the kite go up in the tree first? Then which picture should come first?)

Suppose that we were numbering the pictures on this page to tell which happened first, which happened next, and so on. What number should go under this picture? (Hold up a copy of *Here We Go* and point to the first picture.) Yes, 1. Watch while I write 1 under this picture. (Continue until you come to the last row.) The picture where Jerry is flying the kite is No. 4. Which picture comes next? Yes, the picture where the string breaks. What number goes under that picture? Yes, No. 5. And what number goes under the picture of the kite in the tree? Yes, No. 6. Remember where to find picture No. 5. Then you won't get lost when we play "Follow the Leader."

Now look at picture No. 5. What is happening here? Poor Jerry. I hope that you will tell us what he says. Who is ready with a story?

Look at picture No. 6. What happens next? Who is ready with a story?

How do you think it all came out? Do you think that Jerry just gave up and left the kite in the tree? (Let the children speculate as to what happened; then continue the story told by the pictures and tell how it all came out.)

Now let's think up a good beginning for our story. On what kind of day do you like to fly a kite? A windy day, of course. I am sure that Jerry couldn't make a kite on a school day. What day do you think it must be? I think it must be Saturday, too. Could someone start the story and tell us that it was a windy day and Saturday, too? Good for you, John. "One windy Saturday morning" is a fine way to start a kite story. I hope that someone begins our story that way. Are you ready to play "Follow the Leader"? Who will be the leader? Remember to tell what is happening and don't get lost in the last row.

Diagnosis of Pupil Responses

1. Which pupils show growth in ability to interpret the meaning of pictures?
2. Which pupils show growth in ability to follow a sequence of events to the extent that they can detect errors in sequence?
3. Which pupils give evidence of growth in oral ability as shown by:
 - a) their ability to tell what is happening rather than to enumerate details
 - b) their use of conversation
 - c) their choice of a good opening sentence

Further Developmental Activities

This unit, like Units 12 and 30, is important as an objective measure of the pupil's growth in oral language ability and in his ability to interpret pictures. With slow groups and with particular pupils in the average groups who need further help,

again use the Developmental Activities suggested for Unit 6, *Fishing*. Put special emphasis on the ROW, PETERSON TEXT-FILM, *Tell Another Story*, and on the making of picture strips or a moving picture. Emphasize the importance of mounting the pictures in the right order so that they will tell what happened first, what happened next, and so on.

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 23

Hear (page 25)

Major Factor with Which This Unit Is Concerned

The pupil's ability to make certain speech sounds (*t, p, k, ng*) when these sounds appear at the beginning, at the end, or in the middle of a word

Procedure

Preparation. Do you remember how we have been using our ears to listen to certain words, and then have been trying to say them? Today we are going to *hear* some new words. If we *hear* them correctly, I am sure that we can say them.

Developmental activities. (Distribute the books and check the new page number by counting.) Who will be the first one to find the title? We are going to try very hard to *hear* the words. I think that is why our title is *Hear*. What is the title?

(Allow a few minutes for free conversation about the pictures. Encourage the children to ask questions about any unfamiliar item.) Now put your markers under the first row of pictures. Be sure that you can see the words, too. Find the first picture. The word under that picture says *turtle*. (Enunciate clearly, but not in an exaggerated manner.) Why is *turtle* a good word to go with that picture? Can you say *turtle*? (Give each child a turn to say the word. Listen carefully for pupils who cannot make the *t* sound. Continue in the same manner for each of the other pictures. Be sure to point out why each particular word is a good word to go with that particular picture. Keep a careful record of those pupils who have difficulty with the

speech sounds (*t, p, k, ng*) when these sounds appear at the beginning, at the end, or in the middle of a word.)

Diagnosis of Pupil Responses

1. Which pupils are unable to make certain speech sounds?
2. Which pupils are unable to make certain speech sounds when these sounds appear at the beginning, at the end, or in the middle of a word?
3. Which pupils show a sign of reading readiness by revealing an interest in word forms?

Further Developmental Activities

These activities can profitably be used with all pupils in both average and slow groups. They will develop power in hearing speech sounds which is a necessary background for the word recognition techniques of the later reading program.

Row One

1. Production of the *t* sound. The sound of *t* is made by placing the tip of the tongue against the teeth ridge and expelling the breath explosively as the tongue is quickly drawn down. The sound of *t* is the unvoiced partner of the sound of *d*.

2. Mistakes commonly made in production. In making the sound, be sure it is explosive and that it is the unvoiced *t* sound, not the voiced sound of *d*. In cases where the *th* sound is made instead of the clean *t*, the reason may be that the tongue is not touching the teeth ridges tightly. In careless speech, the *t* is often omitted. In some cases it may be added.

3. Ear training activities. Use the following rhymes and poems in the manner suggested in "Quiet Lips" under the activities listed for the *s* sound:

a) Mother Goose

Humpty Dumpty Tweedle Dum and Tweedle Dee
Tom, Tom, the Piper's Son Polly, Put the Kettle On

b) Poems

Aldis, Dorothy. "My Nose," selected from *Here, There, and Everywhere*. New York: Minton Balch & Co., 1928.

Lindsay, Vachel. "The Turtle," selected from *Silver Pennies*, compiled by Blanche Jennings Thompson. New York: Macmillan Co., 1925.

MR. TONGUE

A little red man in a little red house
With gates of ivory!
He may stay there, as still as a mouse,
And nobody could see.
But talk he will, and laugh he will,
At everything you do;
And come to the door and peep until—
I know his name, don't you?

—ANONYMOUS.

c) Imitating Sounds. Play that you are a train on the track going very fast. Your whistle says *too — too — tooooooot*. (Be sure the *t* sound is plain.) Play that you are an elf that helped the shoemaker. Take your hammer and tap (say *t* and *p* sounds clearly).

tap tap tap tap tap tappity tap

Play that you are funny clowns and say these sounds (in different combinations and rhythms):

ta ta ta te te te ti ti ti to to to tu tu tu
ta ba ta te de te

4. Practice activities in sound production. *Parrot Game.*
See the activities listed for the *s* sound.

Words for repetition:

to toys ate start talk tweet get kittens

Words to test the pupil's ability to make clear distinction between *d* and *t*:

bad bat do to want wand cat cad

Row Two

1. Production of the *p* sound. Press the lips together tightly. Then draw them suddenly apart so that the air escapes with a slight explosion and the unvoiced sound of *p* is produced.

2. Mistakes commonly made in production. The voiced sound of *b* is often made for the unvoiced sound of *p*. If the

lips are not pressed firmly together and the real explosion takes place when they are released, something like the *f* sound may result.

3. Ear training activities. Use the following rhymes and poems in the manner suggested in "Quiet Lips" under the activities listed for the *s* sound:

a) Mother Goose

Peter, Peter, Pumpkin Eater Pease Porridge Hot
Pat-a-cake, Pat-a-cake

b) Poems

Aldis, Dorothy. "Skipping Ropes," selected from *Everything and Anything*. New York: G. P. Putnam's Sons, 1936.

Rossetti, Christina. "Mix a Pancake," selected from *Sing-Song*. New York: Macmillan Co., 1930.

c) Imitating Sounds. Play that you are a motorboat. Make the sound the boat makes when it starts — *p p p p prrr prrrrrrr*. Play that you are a clown and blow against a feather *p p p p*. See what happens. Now make the funny sounds the clown sometimes makes.

paw pea pay pi po

4. Practice activities for sound production. *Parrot Game.* See the activities listed for the *s* sound.

Words for repetition:

airplane cap play pretty puppy up please

Words to test the pupil's ability to make clear distinction between *p* and *b*:

pear bear pour bore but put pat bat

Row Three

1. Production of the *k* sound. The tip and blade of the tongue lie down behind the lower teeth. The back of the tongue is raised against the soft palate. When the back of

the tongue is pulled down suddenly from the soft palate, the air escapes and produces the unvoiced explosive sound of *k*.

2. Mistakes commonly made in production. The sound of *k* is easy to produce. The substitution of the voiced partner *g* for the sound of *k* as in "basget" for "basket" will be noticeable in some cases.

3. Ear training activities. Use the following rhymes and poems in the manner suggested in "Quiet Lips" under the activities listed for the *s* sound:

a) Mother Goose

To Market, To Market	Old King Cole
Hark! Hark!	Hickory, Dickory, Dock

b) Poems

Aldis, Dorothy. "Ice," selected from *Everything and Anything*. New York: G. P. Putnam's Sons, 1936.

c) Imitating Sounds. (The following suggestions are to be used only if the child does not get the sound readily by imitation. Similar exercises may be used for any of the explosive sounds *p, b, t, d, k, g*.)

Today we are going to make one of the sounds which explode when we pull our tongue down. It is just like filling a paper bag with air and then hitting it to break it. As soon as we make a hole in the bag, the air comes out. That is the way with the *k* sound. The backs of our tongues are so tight against our soft palates that the sound can't come out. See if you can put the back of your tongue against the soft palate. Now pull it down quickly and say *k*. That is an easy sound to make. Let's say some words that have the *k* sound in them. (Always follow an exercise of this kind by having the pupil pronounce words that have in them the particular sound used in drill exercises.) Now, be clowns and say the funny things the clown likes to say. (Use the following in different combinations and with different rhythms.)

ka kè ki ko ku ke ko ke ko

4. Practice activities for sound production.

a) Parrot Game. See the activities listed for the *s* sound.

Words for repetition:

kitten kite monkey make quack work broke

Words to test the pupil's ability to make clear distinction between *p* and *k* and *g*:

Kate gate pool cool pain gain

b) *Pantomime*. See the activities listed for the *s* sound.

come comb knock kick talk walk

Row Four

1. **Production of the *ng* sound.** The *ng* sound is produced by raising the back of the tongue to the lowered soft palate and allowing the voiced breath to pass out through the nasal passages.

2. **Mistakes commonly made in the production of the sound.** Some children will tend to explode the *ng* sound which would result in something like "ringk" or "singging" instead of *ring* and *singing*. "Runnin" is a case of dialectic or of careless speech.

3. **Ear training activities.** Use the following rhymes and poems in the manner suggested in "Quiet Lips" under the activities listed for the *s* sound:

a) *Mother Goose*

AS I WAS GOING ALONG

As I was going along, along,
A-singing a comical song, song, song,
The lane that I went was so long, long, long,
And the song that I sang was so long, long, long
And so I went singing along.

b) *Poems*

Aldis, Dorothy. "Singing," selected from *Everything and Anything*. New York: G. P. Putnam's Sons, 1936.

c) *Imitating Sounds*. Play the clown game with the following sounds. Use in different combinations and with different rhythms.

ang ang ang ong ong ong ung ung ung

4. **Practice activities for sound production.** *Parrot Game*. See the activities listed for the *s* sound.

Words for repetition:

going morning spring playing looking sing

Words to test the pupil's ability to make clear the distinction between the *n* and the *ng* and between *ng* and *nk*:

kin	king	gone	going
thing	think	wing	wink
sin	sing	bang	bank
thin	thing		

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 24

Here and There (page 26)

Major Factors with Which This Unit Is Concerned

1. The pupil's vocabulary and concept development
2. His ability to associate ideas
3. His ability to recognize opposites (ideas)

Procedure

Preparation. Do you remember the fun we had finding opposites? Opposites are words which mean very different things. If your dress is not *old*, Mary, it may be ———. A pillow is not *hard*, John, it is ———. (Continue in the same way until the opposites developed in Units 20 and 21 have been reviewed: *hot* and *cold*, *awake* and *asleep*, *come* and *go*, *walk* and *run*, *girl* and *boy*, *up* and *down*, *over* and *under*, *sit* and *stand*, *in* and *out*, *big* and *little*, *slow* and *fast*.)

Shall we play a game? It is called "Streetcar." You will have to be good thinkers to play this game. John may stand behind Mary's chair. When I say a word, we will see who can say the opposite first, John or Mary. If I say *hard*, John and Mary must say *soft*. If John says it first, John must take Mary's chair and Mary may stand behind the next chair. If any child can go all around the group, he will be our conductor. Let's see if we have any conductors today. (Use the opposites suggested in the paragraph above.)

Developmental activities. There are some more opposites in our book today. Shall we find them? (Distribute the books

and check the new page number by counting.) Be sure to find the title first. It says *Here and There*. Why is that a good title? Yes, *here* and *there* are opposites. If you are not *here*, you may be *there*. (Allow a few moments for free conversation about the pictures.)

Put your markers under the first row of pictures. Be sure that you can see the words, too. (*This is not a word recognition exercise. Its purpose is the association of meaning with symbols but not the accurate recognition of those symbols when dissociated from the pictures.*) The word under the first picture says *asleep*. Why is that a good word for that picture? Think about the next picture. What do you think the word under that picture says? Does the word *asleep* under that picture look just like the word *asleep* under the first picture? Someone in the last picture is not asleep. He is ———. Yes, *awake*, and the word under the picture says *awake*. Now look at the first picture again. Think what is happening in the first picture. Now can you find the picture which means something very different from that picture? Can you find the picture which is the opposite? (Continue in the same manner with the other rows. Allow the children to guess the words under the picture only when there is no possibility of guessing wrong. Otherwise, tell the words. When each row of pictures has been discussed, the group should be separated.)

Put your markers under the first row. Look at the first picture. Now find the picture which means something very different. Have you found it? Put a cross on it because it is the opposite of the first picture. (Continue until the page is completed. Check pupil performance and have some child who needs number experience count the books correctly marked.)

Diagnosis of Pupil Responses

1. Which pupils show growth in ability to associate ideas and to recognize opposites as a result of the Developmental Activities listed for Units 20 and 21?
2. Which pupils need additional developmental activities to clarify concepts and to extend their vocabularies?

3. Which pupils show increased interest in word forms?

Further Developmental Activities

Use again the Developmental Activities listed under Unit 20, *In and Out*, with all slow groups and with particular pupils in the average groups who need further help.

UNIT 25

Up and Down (page 27)

The major factors with which this unit is concerned, the procedure, the diagnosis, and the developmental activities are identical with those for Unit 20. If the review of opposites suggested under Procedure in Unit 24 is used in teaching this unit, the new opposites developed in Unit 24 should be included in the review. Indications of pupil growth in vocabulary, in clarity of concepts, in association of ideas, and in ability to recognize opposites, should be carefully noted. Developmental activities should be continued with all slow groups and with individuals in average groups who need further help.

UNIT 26

What Is Gone? (page 28)

Major Factors with Which This Unit Is Concerned

1. Visual discrimination: the pupil's ability to note missing parts
2. His ability to match the form and meaning of pictures by supplying missing parts

Procedure

Preparation. We are going to look for something in our books this morning. We are going to look for the parts of the pictures which are gone just as we did the other day. I hope that we find them.

Developmental activities. (Distribute the books and check the new page number by counting.) Have you found the title?

We are going to hunt for *What Is Gone*? I think that is why our title is *What Is Gone*?

Put your markers under the first row of pictures. Let's play secrets. Think, but don't say anything. Look carefully at the first picture. Now look at the second picture. Something is gone from the second picture. Can you see what is gone? As soon as you have found what is gone, come and whisper it to me. (Continue in the same way for the rest of the page. Try to have each child find out the missing parts for himself. Give no help unless it is absolutely necessary.)

Diagnosis of Pupil Responses

1. Which pupils show growth in ability to note details?
2. Which pupils need further developmental activities in noting details?
3. Which pupils show growth in concentration and in the ability to work independently?

Developmental Activities

With slow groups and with particular pupils in average groups who need further help, use again the Developmental Activities suggested for Unit 15, *Something Gone*. Be sure that the concept of pump is developed with those pupils who have had no experience with pumps. A good picture of a pump appears on page 40 in Ruth Barlow's *Fun at Happy Acres*, published by Thomas Y. Crowell Company, N. Y., 1935.

UNIT 27

Blocks (page 29)

Major Factor with Which This Unit Is Concerned

Visual discrimination: the pupil's ability to see likenesses and differences in letter forms

Procedure

Preparation. Does your baby brother or sister have some blocks to build with? Maybe you have some of your own. I

have seen some blocks that had pictures on the sides. I have seen others that had letters. Some blocks even have words. There are pictures of some blocks in our books this morning. Of course, we can't build with picture blocks but we can do something just as interesting. I hope that your eyes are sharp.

Developmental activities. (Distribute the books and check the new page number by counting.) I suppose that when you see all these blocks, you know what the title is — *Blocks*, of course. (Allow a few moments for free conversation about the block pictures. If the children ask for letter names, tell them. Otherwise this is not necessary. When the pictures have been discussed, the group should be separated for independent activities.)

Independent activities. Put your markers under the first row. Look carefully at the first block. Now find another block that is just like the first block. Have you found it? Put a cross on it because it is just like the first block. (See that all pupils have marked the correct block. Give no further help.) Now do the other rows all by yourselves. Remember, look carefully at the first block. Then find another block that is just like the first block and put a cross on it.

Appraisal. I'd like to have someone bring me the girls' books. How many books are there? Now someone bring me the boys' books. How many are there? The books that were marked correctly are on this chair. How many are there?

Diagnosis of Pupil Responses

1. Which pupils show growth in visual discrimination as evidenced by their increasing ability to note details?
2. Which pupils need further developmental activities?

Further Developmental Activities

Use again the Developmental Activities suggested in Unit 13, *Ducks*, with slow groups and with particular pupils in average groups who need further help. Repeat the activities of this unit by making simple outline drawings such as a row of squares, a row of triangles, a row of circles, etc. Place a capital

or small letter in the center of each figure and have the pupils mark the two figures in the row which are alike. The following A B C books will be of interest:

Falls, Chas. B. *A B C Book*. New York: Doubleday, Doran & Co., Inc., 1923.

Newberry, Claire. *A B C Book*. New York: Harper & Bros., 1946.

UNIT 28

Rhymes (page 30)

Major Factor with Which This Unit Is Concerned

Auditory discrimination: the pupil's ability to identify words which rhyme

Procedure

Preparation. You remember the fun we had saying Mother Goose rhymes? Shall we say Jack and Jill together? Now listen!

Jack and *Jill*
Went up the *hill*

Did you hear two words which sounded almost alike? What were they? Yes, *Jill* and *hill*. Because *Jill* and *hill* sound so much alike, we say that they rhyme. Listen again!

One, *two*,
Buckle my *shoe*

Which two words sound almost alike? Which two words rhyme? (Continue until the group as a whole, and each individual child, has had ample opportunity to identify rhyming words in familiar poems and in Mother Goose rhymes. Note particularly those who have difficulty. Such difficulty may be due to lack of experience in identifying rhymes, to mental immaturity, or to hearing difficulties.)

I know some other words which rhyme. Sometimes our own names rhyme with other words. Listen! I will say three

words. Two of them rhyme. One does not rhyme. Tell me the two words which rhyme. (As far as possible use words which rhyme with pupils' names.)

Jack	track	boat	Fred	sled	airplane
Jerry	berry	apple	May	run	Ray
Jane	cane	old	Grace	work	lace

(Continue until each child has had an opportunity to identify two rhyming words.)

Developmental activities. Today we are going to have fun finding rhyming words in our books. (Distribute the books and check the new page number by counting.) Since we are going to listen for *rhymes*, I am sure that you will know what the title says. Have you found it? What does it say? (Allow a few moments for free conversation about the pictures. Encourage questions about unfamiliar items and take time to clarify concepts. If some children notice that certain pictures rhyme, compliment them and urge other children to look for rhymes.)

Now place your markers under the first row. Be sure that you can see the words, too. What is in the first picture? Yes, a dog, and the word under the picture says *dog*. I see a *log* in the second picture and the word under it says *log*. What is in the third picture? Then what is the word under the picture? Now, Mary, tell us what is in each picture, and listen as you say the words: *dog, log, goat*. Did you hear the two words which sounded almost alike? Did you hear the two words which rhyme? What are they? (Continue in the same way for the rest of the page.)

Independent activities. (When the pictures have been discussed, the group should be separated for independent activities.) Place your markers under the first row. Look carefully at the first picture. Now find another picture which rhymes with the first picture. Have you found it? Put a cross on it because it rhymes with the first picture. (See that all pupils have marked the right picture. Give no further help.) Now I am sure you can mark the other rows all by yourselves. Remember, look carefully at the first picture. Then find another

picture which rhymes with the first picture and put a cross on it.

Appraisal. Bring your books to me one at a time. When you hand me your book, I will say a word. Then you must tell me a word that rhymes with it. (Use rhyming words from the page in the book.) How many books are marked correctly today? Count them and see!

Diagnosis of Pupil Responses

1. Which pupils give evidences of hearing deficiencies?
2. Which pupils have difficulty in noting likenesses and differences in the sounds of words due to lack of experience in listening?

Further Developmental Activities

1. **Hearing difficulties.** Difficulty with activities which require auditory discrimination may arise from hearing defects. These may be either a problem of sound conduction or a nerve condition that is functional or organic. The teacher is in a strategic position to observe certain symptoms which may indicate impaired hearing, such as discharging ears, frequent earaches, unusual posture such as tilting or protruding the head, catarrhal conditions, sinus infections, excessive accumulation of ear wax, and continued colds.

If a child is suspected of working under a hearing handicap, every effort should be made to have him checked by means of a diagnostic instrument such as the 6-A Audiometer. If the instrument detects a serious hearing loss, the child should be referred to a competent otologist (ear specialist). Extreme cases should be recommended to classes for the hard of hearing. It is significant to note, however, that in many cases the problem rests directly in the hands of the teacher, because usually the child must be helped to establish compensations for his difficulty. Children with hearing losses should be seated in the front of the classroom. If there is a serious loss in the left ear, seat the child on the left side of the room; if in the right ear, on the right side of the room.

2. Activities for slow groups and for pupils in average groups who lack experience in auditory discrimination. Activities such as those suggested under Procedure in this unit should be repeated generously with other poems, rhymes, and words. Watch for rhyming words which occur in connection with the activities of the day. Give plenty of experience in ear training (listening for rhyming words) before pupils are expected to suggest a word which rhymes with another. Play games such as the following:

I see something on the workbench which rhymes with *mail*
— *nail*

I see something on the chalk rail which rhymes with *walk*,
_____.

Have the children make up rhymes of their own, but do not call their products *poetry*. Rhyming should never take the place of the child's ability to express ideas in natural, effective, and poetic free verse.

Rhyme clues appeal to children and aid in the identification of words in later reading activities such as, "the new word *merry* begins like *man* and rhymes with *Jerry*." Time spent in developing auditory discrimination for rhyming words is definitely preparing for reading.

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 29

More Rhymes (page 31)

The major ability with which this unit is concerned, the procedure, the diagnosis, and the developmental activities are identical with those of Unit 28. Rhyming words developed in Unit 28 should be thoroughly reviewed by first having the pupils listen for words which rhyme, and then having them suggest words which rhyme with a key word given by the teacher. Do not attempt to give pupils experiences with too many rhyming words. Concentration and the initiating of the habit of listening carefully to *a few words* will accomplish more than inaccurate experiences

with a great many. Do not allow pupils to guess the words under the pictures, unless there is no chance of error. Remember that the meaning of the pictures is the important thing, not the word form, at this stage of reading development.

Continue activities such as those suggested under Procedure in Unit 28, *Rhymes*, with all slow groups and with particular pupils in the average group who need further help.

UNIT 30

Circus Day (pages 32-33)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to interpret pictures
2. His ability to follow a series of events and to tell them in the order of their occurrence
3. His ability to detect errors in sequence

Procedure

Preparation. You remember the fun we had playing "Follow the Leader" with the picture stories called *Fishing*, *The Party*, and *Jerry's Kite*? Today we are going to have the best story of all. I am sure that you will think so when you see the pictures. Do you remember how the pictures in *Jerry's Kite* got mixed up and almost played a trick on us? I hope that you will be sharp enough today to know which picture comes next, even if they are mixed up.

Developmental activities. Today our story is on two pages. The page numbers are —— and —— . (Write 32 and 33 on the board and proceed in the usual way, checking to find the new numbers by counting from 30.) All I have to do is to take one look at these pictures and I know what day it is. What day do you think it is? Yes, *Circus Day*, and, of course, that is what the title is. Have you found the title? What does it say?

(Allow ample time for free conversation about the pictures. Stimulate questions about unfamiliar items. Watch carefully

for signs of lack of experience background. Guide the discussion through such questions as the following.)

What is a poster?

Where do you see posters?

Who puts up circus posters and why do they do it?

How does the circus get from one town to another?

What is the first thing which happens after the animals are unloaded?

Who helps put up the tents?

How do boys sometimes earn money for tickets?

What is a parade? What happens in a parade?

What is the circus? What happens in the circus?

When does the parade come, before the circus or after it?

Why?

What must you have to get into the circus?

Now, place your markers under the first row of pictures. Let's play "Secrets." Don't say anything. Just think.

Picture 1. What is happening in this first picture? You know these people, and so I am sure that I am going to hear their names. I know that they must be talking and talking. They never could keep still when they see what they are seeing. What are they saying? Who is ready with a story?

Picture 2. Oh, oh! What is happening here? I wonder if this picture happened the same day as the first picture or the next day? I hope I hear names for the animals I see. Who is ready with a good story?

Picture 3. What is happening? There are some very smart boys in this picture. I hope that you tell me who they are and why they are smart. Is anybody talking? What are they saying? Who is ready with this story?

Picture 4. I am sure that there is talk, talk, talk going on in this picture. The circus people call this place Clown Alley. My, how funny these people look! Maybe you can think up some funny names for the funny people. I hope that you make them talk. I want to hear what they say. Who is ready?

Now that these people are all dressed up, where are they going? Don't tell me, but look at page 33. Which picture

tells what will happen next? When you are sure that you know, come and whisper and tell me. Don't get caught. Maybe the pictures are mixed up. (If any child has difficulty, recall the idea brought out in the discussion that the parade comes before the circus performance.) Now look at the two pictures in the first row. Which of these two pictures happened first? Of course, Alice and Jerry had to buy tickets before they could see the circus. Suppose we number the pictures. Then we will keep on the right track. (Follow the procedure suggested in Unit 22, *Jerry's Kite*. Stress again the idea that the parade comes before the buying of tickets and the circus performance.)

Picture 5. Now place your markers under the parade picture. I hope that I can see everything in that parade by just listening to your story. Who is ready?

Picture 6. I wonder what Alice and Jerry are saying when they are buying their tickets. Maybe they are telling the man where they got the money. Maybe he is telling them what a fine show it is. What do you think is happening? Who is ready with a story?

Picture 7. I hope that you tell me all the tricks the funny clowns played. I hope that you tell me everything that happened. Who is ready?

What do you think happened when the circus was over? What did Alice and Jerry say when they got home? How did it all come out? How many different endings can you think of?

Shall we think of a good way to start our story? What time of year is it when the circus comes to town? Could someone start the story and tell us that it was a summer day? Some summer days are rainy. I hope this day wasn't. What kind of day do you hope it was? Yes, a sunshiny day is the day for a circus. Can someone tell us that it was a sunshiny day and a summer day at the same time? Good for you, Jack. "One sunshiny summer day" is a good way to start a circus story. I hope that someone will use that beginning.

Shall we play "Follow the Leader"? Place your markers under the first picture. I hope that you use a good beginning

entence. Tell what is happening, give the people names, make them talk, and don't get lost on the last page. Ready, go!

Diagnosis of Pupil Responses

1. Which pupils show growth in ability to interpret the meaning of pictures?
2. Which pupils show growth in ability to follow a sequence of events to the extent that they can detect errors in sequence?
3. Which pupils give evidence of growth in oral language ability as shown by:
 - a) their ability to tell what is happening rather than to enumerate details
 - b) their use of conversation
 - c) their choice of a good opening sentence

Further Developmental Activities

This unit, like Units 12 and 22, is important as an objective measure of the pupil's growth in oral language ability and in his ability to interpret pictures. Use again with slow groups and with particular pupils in average groups who need further help the Developmental Activities outlined for Unit 6, *Fishing*. Put special emphasis on the ROW, PETERSON TEXTFILM, *Tell Another Story*, and on the making of picture strips or a moving picture. Emphasize the importance of mounting the pictures in the right order so that they will tell what happened first, what happened next, and so on. The following circus stories are suggested:

Flack, Marjorie. *Wait for William*. New York: Houghton Mifflin Co., 1935.

Gilmour, Margaret. *Amelie Aranne At the Circus*. London: George Harrup & Co., Ltd., 1931.

Hay, Timothy. *Horses*. New York: Harper & Bros., 1944.

Hodel, E., and Bergmann, F. *This Way to the Circus*. Eau Claire, Wis.: E. M. Hale & Co., 1938.

UNIT 31

One, Two, Three (page 34)

Major Factors with Which This Unit Is Concerned

1. Auditory span: the pupil's ability to listen to a series of items and to recall them with exactness
2. His ability to follow directions

Procedure

Developmental activities. (Distribute the books and check the new page number by counting from 30.) Have you found the title? It says *One, Two, Three*. When we have finished this page I am sure that you can tell me why *One, Two, Three* is a good title.

Independent activities. (Allow time to discuss the pictures; then separate the group for independent work.) I am going to see how well you can listen. This will be a "still" game. You mustn't say a word until the game is over. I will tell you what to do. I will tell you *only once*. So get your sharp ears to work and remember not to say a word.

Place your markers under the first row of pictures. Make a cross on the *boy*. Put your marker under the second row. Make a cross on the *boat* and on the *ball*. Put your marker under the third row. Make a cross on the *fish* and on the *bird*. Put your marker under the last row. Make a cross on the *goat*, on the *cap*, and on the *dog*.

How many pictures did we mark in the first row? How many in the second? How many in the last? Then why do you think our title is *One, Two Three*?

Appraisal. Bring me your books one at a time. How many pictures did you mark all together? Count them and see. When you hand me your book, whisper and tell me how many pictures you marked. Maybe someone can count all the pictures on the page. How many are there?

Diagnosis of Pupil Responses

1. Which pupils show lack of concentration and ability to listen attentively?
2. Which pupils give evidence of a short auditory span?
3. Which pupils show weakness in the power of accurate recall?

Note: Very few children may be expected to have difficulty with this unit. But it is important that they should be identified for further study because they may not have sufficient mental maturity to do the type of thinking required for success with subsequent reading materials. Mental immaturity should be appraised by individual intelligence tests or by group intelligence tests if individual tests are not available.

Further Developmental Activities

Slow groups, and particular pupils in average groups who have a short memory span, should be given ample experiences in carrying out a series of commissions. Some suggestions appear below.

1. **Directions for activities.** Get a hammer and two saws from the workbench, John. Take them to Miss ——'s room. (Or) Pass the scissors to everyone in your group, Mary. Then give everyone a piece of this paper. (Or) I will tell you two things to do when you go to your tables. Make a picture of John's rabbit. Then get a puzzle from the library table. (In time, increase the number of directions to three. Be sure that they are accurately carried out and in the right sequence.)

2. Games.

a) *"One, Two."* How well can you listen? I will tell you two things to do. Open the door, Mary. Then bring me a piece of chalk. Bring me two books, John. Then put this pencil on my desk. (In time, increase the directions to three or four.)

b) *"Telephone."* (Have one child be the storekeeper. Have another be the customer ordering over the telephone. The storekeeper must repeat the order in the right sequence.)

c) *"What Did We See?"* (A child begins by saying, "I went to the circus and I saw a monkey." The next child adds

one thing by saying, "I saw a monkey and an elephant." Keep on adding one until the sequence is broken.)

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 32

Clocks (page 35)

Major Factors with Which This Unit Is Concerned

1. Visual discrimination: the pupil's ability to see likenesses and differences in form and meaning
2. His ability to note details

Procedure

Preparation. Do you remember the fun we had when we went hunting for ducks? Today we are going hunting for clocks — clocks which are almost alike. I don't believe you have ever seen as many clocks as you will see in your books today. Of course, they are picture clocks and can't really tell time, but we can have fun with them just the same. Let's see what you know about a real clock. (Have a real clock to show pupils. Have a row of clock faces on the board with hands pointing to the time indicated in the following procedures. Talk about what a clock is for, let the children listen to the ticking, call attention to the long hand and the short hand, and show how the hands move around the clock dial.) Now, let's see what sharp eyes you have. I get up at seven o'clock in the morning. At that time the clock looks like this. I see a clock on the board that looks just like my clock because the hands are in the same place. Who can find it? What time do you get up in the morning? John gets up at eight o'clock. This is the way the clock looks then, John. I see a clock on the board that says eight o'clock because its hands are in the same place as the hands on this real clock. Can you find it? (Continue until each child has had a chance to match one of the clocks on the board with the real clock.) If we want to find out whether or not one clock looks like

another clock, what must we be sure to look at? Yes, we must be sure to look at the hands. I hope you will remember that.

Developmental activities. (Distribute the books and check the new page number by counting.)

I surely won't have to tell you the title today. Just look at all these clocks and you can't help knowing. Who will read the title? (Allow a few minutes for free conversation and questions about the pictures. If the children ask what time various clocks indicate, tell them but do not stress accurate time telling. *This is not a time telling exercise.*)

Independent activities. (When the pictures have been discussed, the group should be separated for independent work.)

Place your markers under the first row of clocks. Look carefully at the first clock. Now find another clock that is just like the first clock and put a cross on it. Remember, it must look just like the first clock. (See that every child has marked the right clock. Give no further help.) Now I am sure that you can do the other rows all by yourselves. Remember, look carefully at the first clock. Then find another clock which is just like the first clock and put a cross on it. Ready, go!

Appraisal. Bring your books to me one at a time. While you are waiting for me to look at your books, maybe you can count all the clocks on the page. How many are there? Whisper and tell me as you hand me your book.

Diagnosis of Pupil Responses

1. Which pupils show growth in visual discrimination as evidenced by their ability to note details?
2. Which pupils need further developmental activities involving visual discrimination to note details?
3. To what are individual pupil difficulties due? to short memory span? to lack of concentration?

Further Developmental Activities

With slow groups and with particular pupils in the average groups who need further help in noting details, use again

the activities listed in this unit under Procedure. Repeat the Developmental Activities used in Unit 13, *Ducks*. A suggested book for use with this unit is Decie Merwin's *Time for Tammie* published by Oxford University Press, N. Y., 1946.

UNIT 33

One, Two, Three Again (page 36)

The major factor with which the unit is concerned, the procedure, the diagnosis, and the developmental activities are identical with those of Unit 31, *One, Two, Three*. The following words are to be marked:

- Row 1. basket
- Row 2. pig, pony
- Row 3. cage, car, monkey
- Row 4. duck, cake, frog

The important thing to be considered is the growth being made by the group and by individual pupils in concentration, in auditory span, and in the power of accurate recall, as a result of the Developmental Activities outlined for Unit 31. Continue such activities with slow groups and with particular pupils in average groups who need further help.

UNIT 34

Think (page 37)

The major factors with which this unit is concerned, the procedure, the diagnosis and the developmental activities are identical with Units 10, 11, 14, 17, and 18. A quick review using the picture cards as suggested in Unit 17, *Go Together*, is advisable. After that, pupils should be able to mark the correct pictures on page 37 independently. Be sure that there is a general discussion of the pictures for the sake of clarifying concepts before any marking is attempted. The important consideration is whether or not the pupils are showing growth in ability to associate ideas

and perceive relationships as a result of the developmental activities suggested in the Diagnostic Reading Readiness Book so far. Continue developmental activities with slow groups and with particular pupils in average groups who need further help.

UNITS 35 AND 36

Rhymes (page 38) More Rhymes (page 39)

The major factors with which these units are concerned, the procedure, the diagnosis, and the developmental activities are identical with those for Unit 28, *Rhymes*, and Unit 29, *More Rhymes*. Rhyming words developed in these two units should be thoroughly reviewed by first having children listen for words which rhyme, and then having them suggest words which rhyme with a key word given by the teacher. Do not attempt to give pupils experiences with too many rhyming words. Concentration and the habit of listening attentively to a *few words* will accomplish more than inaccurate experiences with a great many. Do not allow pupils to guess the words under the pictures unless there is no chance for error. At this stage of reading development, the idea that the meaning of the picture and the meaning of the word are identical is the important thing, not the word form. Continue developmental activities with slow groups and with particular pupils in the average groups who need further help.

UNIT 37

Store (pages 40-41)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to associate meaning with symbols (word forms)
2. His eye-hand co-ordination (left-to-right progression)

Procedure

Preparation. Have you ever been downtown with Mother? What stores did she go to? Suppose a new store had just

opened. How could Mother tell whether it was a drug store or a five-and-ten-cent store? Yes, she could look in the window. What else could she do? Yes, she could read the signs. One day Jerry found some boards and he made a store. He wanted everyone to know that it was a store. So what do you suppose he did? Yes, he made a sign. The sign said *Store*, and this is the way he made it. (Print *Store* on the board in letters about 5 inches high. Erase and reprint it several times.) In our books there is a picture of Jerry's store and the sign he made.

Developmental activities. (Distribute the books and check the new page number by counting. Allow a few minutes for discussion of the picture.) Look closely at the title. Now look at the sign over Jerry's store. If you have sharp eyes you have noticed something. What did the sign I wrote on the board say? What does the title say? What does the sign over Jerry's store say? They all look alike and they all say *Store*. (Cover the picture of the store, all but the sign, *Store*.) Suppose I didn't know what the picture was on this page. Suppose the picture was covered up just as I have it now. If I knew what this word said (point to the word *Store*), I could tell what the picture was about even if it were covered up. I would know that the picture was a store because this word says *Store*. It means the same thing as the picture.

Now look at the first shelf in Jerry's store. What did he put on the first shelf? Yes, a boat. And, of course, there had to be a sign for the boat, too. Look carefully at the sign. What does it say? Watch and see how Jerry made that sign. (Print *Boat* on the board as outlined for the word *Store* above. Cover up the picture of the boat.) Even though I could not see the picture of the toy Jerry put on this shelf, I would still know what it was if I could read this word. What does the word say? Yes, *Boat*, and it means just the same as the picture.

Look at the second shelf. What did Jerry put on this shelf? Of course, he had to have a sign. The sign means just what the picture means. What does the sign say? Watch how Jerry made that sign.* (Print *Train* on the board and follow the procedure outlined for *Store* and for *Boat*. Cover the picture as suggested above.)

I am going to write the signs one at a time on the board. I wonder if you will know what they say. (*Print Store.*) What does this sign say? What does this sign mean? What picture would mean the same as the sign? (Continue until each child has had an opportunity to recognize each of the three words. If any child does not recognize a word, have him look in the book to find out. Encourage the pupils to recognize the words without looking in the books.)

Independent activities. Look at page 41. Here is Jerry's store again. But the signs are not finished. We are going to finish them. Watch and see how to do it. (With pencil or crayola trace the word *Store* over the dotted lines.) Now finish the first sign. What does it say? (Proceed in the same manner for the other two signs. Watch for signs of inadequate orientation for left-to-right progression, and of faulty motor control.) Do your signs look just like the signs on page 40? Who will read the signs on page 40? Who will read the pictures? Who will read the pictures on page 41? The signs?

Appraisal. An appropriate way to terminate this activity and appraise learning is through an identification activity. Write in random order on the board *Train, Boat, Store*. Ask pupils to identify in their books the words printed on the board. This is a way of insuring transfer of learning from board activities to book-type activities.

Diagnosis of Pupil Responses

1. Which pupils have inadequate motor control?
2. Which pupils have inadequate orientation for left-to-right progression?
3. Which pupils have difficulty in discriminating between word forms?
4. Which pupils have inadequate memory span for word forms?

Further Developmental Activities

For all slow groups and for particular pupils in average groups who need further help

1. **Identification of inadequate motor control.** Children having difficulty arising from inadequate motor control should be given tests of hand preference. Occasionally, a child may be found who should be using the left hand for unimanual activities rather than the right hand. A few rare cases may require the services of a clinical psychologist for the determination of hand preference for writing activities.

2. **Observation of left-to-right progression.** Throughout all the activities of *Here We Go*, left-to-right progression has been emphasized. If any pupil, particularly a left-handed pupil, shows a tendency to trace words backwards, single him out for special study and help in all developmental activities. See that he has no opportunity to begin at the right in word tracing.

3. **Pupil preparation of labels and titles.** Label those things about the room which have meaning to the children. Labels should be approximately 4 inches by 12 inches and have the words printed on them in clear black type. Place duplicate labels on the library table or on the bookshelf. Have the pupils match the labels. *Begin with only one or two labels.*

Use the picture cards (Numbers 15, 18, 34, 36, 44, 46, 50, 52) of store, boat, train, airplane, and kittens. Label the pictures. Make duplicate labels in broken type, and have pupils trace and complete these labels.

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 38

Match (page 42)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to discriminate between word forms
2. His ability to match word forms and meanings

Procedure

Preparation. (Place on the chalk rail all the pictures of stores, trains, and boats included in the picture cards, Numbers 18, 34, 36, 44, 46. If these supplementary picture cards are not available, pictures of stores, trains, and boats taken from magazines should be mounted for use.)

Do you remember what this sign says? (Print *Store* on the board or have it already printed on a piece of tagboard 4 inches by 12 inches.) I see a picture on the chalk rail which goes with this sign. It means the same as this sign. (After the picture of the store has been chosen, print the word *Boat*. When the pictures of the sailboat and the ocean liner have been chosen, talk about the idea that the sign fits each picture because both are boats. Proceed similarly for *Train*.)

(Play some games, such as "I Spy." Print one of the three words, *Boat*, *Store* or *Train*, on the board and give each child a turn to "spy" a picture to go with one of the words. Explain that choosing a picture which means the same as a word is called matching the word and the picture. Talk about hair ribbons that match, shoes that match, etc., and have the children match crayons, books, etc., until the concept *match* is thoroughly understood.)

Developmental activities. (Distribute the books and check the new page number by counting from 40.) Since we are going to *match* words and pictures, I think that someone can guess what the title says. (Allow a few minutes for free conversation about the pictures. Encourage the pupils to look for pictures and words which match.)

Put your markers under the first row. Be sure that you can see the words, too. Look closely at the first picture and the first word. Find another picture and another word which mean the same thing. Have you found them? Make a cross on the picture which matches. Make another cross on the word which matches. (See that each child has made two crosses in the correct places. Give no further help.) Now, finish the page all by yourselves. Remember! Look carefully at the first word and the first picture. Then find another word and another picture which match. Make crosses on them.

Appraisal. As you bring me your books, I will hold up one of Jerry's signs. I want you to tell me what it says. (Use the word cards, 4 inches by 12 inches, for *Train*, *Store*, and *Boat*. Ask each child to recognize the word with which he has had difficulty.)

Diagnosis of Pupil Responses

1. Which pupils have difficulty in matching the meaning of pictures?
2. Which pupils have difficulty in matching word forms?

Further Developmental Activities

With slow groups and with particular pupils in average groups who need further help, use again the Developmental Activities suggested in Unit 37, *Store*. Combine labels and pictures to make a picture dictionary. Have each word in the dictionary represented by more than one picture, such as the word *boat* by pictures of a motorboat and a rowboat, or of a sailboat and an ocean liner. Suggestions of words to be used are *puppy*, *kitten*, *house*, *boat*, *train*, *airplane*.

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 39

Words and Pictures (page 43)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to discriminate between word forms
2. His ability to match word forms and meanings

Procedure

Preparation. (Have the picture cards, Numbers 18, 34, 36, 44, 46, of stores, trains, and boats ready for use as in Unit 38.)

Let us see how many of Jerry's signs you remember. (Print *store* on the board. If transfer of learning is to take place easily, it is important that the teacher capitalize the letters

on the blackboard if they appear that way in *Here We Go*. On this page the letters are not capitalized.) What does this say? Find a picture which means the same as this word. (Continue in the same manner for *boat* and *train*.)

Developmental activities. (Distribute the books and check the new page number by counting from 40.) We have been matching words and pictures. I think that is why our title says *Words and Pictures*. Put your markers under the title. What does it say? (Allow a few minutes for free conversation about the page, calling attention to the fact that the pictures are on one side and the words on another.)

Independent activities. Put your markers under the first row. Look at the picture. Now find the word which tells about the picture. Have you found it? Put a cross on it because it means the same as the picture. (Give no help.) Now, do the rest of the page all by yourselves. Remember! Look at the picture. Then find the word that goes with the picture and put a cross on it.

I will put Jerry's signs here on this chair. As you hand me your books, pick up the cards and tell me what they say.

Diagnosis of Pupil Responses

1. Which pupils show inability to associate meaning with symbols?
2. Which pupils show inability to discriminate between word forms?
3. Which pupils have low retention, that is, a short memory span for word learning?

Further Developmental Activities

With slow groups and with particular pupils in average groups who need further help, use again the Developmental Activities suggested in Units 37, *Store*, and 38, *Match*. Check to see how many "labels" (words) pupils can recognize without matching. Play the "Streetcar" game suggested in Unit 24, *Here and There*, with the three word cards, *store*, *boat*, and *train*.

Watch pupil responses carefully. Do not continue emphasis on word forms with pupils who have difficulty in associating word forms and meaning, because the mechanics of reading should always be subordinated to meaning. Use developmental activities similar to those suggested in earlier units with these pupils.

UNIT 40

How Many? (page 44)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to associate different types of experiences with word forms
2. His eye-hand co-ordination (left-to-right progression)

Procedure

Preparation. We have been learning to read numbers and to count as we have been finding the pages in our books. How far can you count? (Allow a few minutes for group experiences in serial counting.) What does this number say? (Write 1 on the board followed by 2 and 3 in irregular order to be sure that each pupil recognizes the numerals 1, 2, 3.) Bring me three copies of *Here We Go*. How many books have I? Bring me a hammer and two nails from the workbench. How many things did you bring me? (Continue until the concept of "one-ness," "two-ness," and "three-ness" is clearly developed—both the idea of serial counting and the idea of the number of objects in a group, whether alike or different.)

Developmental activities. (Distribute the books and check the new page number by counting.) We must be going to count on this page because the title says *How Many?* Find the title. What does it say? Put your markers under the row of pictures at the top of the page. How many are in the first picture? Suppose I write a number above that picture which will tell how many. What number shall I write? (Write 1

above the picture of Jerry and continue in the same manner for pictures 2 and 3.) Now put your markers under the next row. How many are in the picture? Yes, *one*. Then what do you think the word says? Yes, *one*. We have a figure which means 1, and a word which means *one*. Watch how to make the word. (Print *One* on the board in letters 4 inches high. Have the pupils match the word on the board with the word in the book as in Unit 37 under Procedure.)

Independent activities. Now take your crayon (or pencil) and finish the word *one* just as you finished the signs for Jerry's store. (Proceed in the same way for the rest of the page.)

Appraisal. As you give me your book, I will show you a word. Can you tell me what it says? (Have word cards for *One*, *Two*, and *Three*. If any child does not recognize a word, have him open his book and check with the picture meaning to find out.)

Diagnosis of Pupil Responses

1. Which pupils have difficulty with number concepts?
2. Which pupils show growth in ability to discriminate between word forms as a result of the Developmental Activities outlined for Unit 37?
3. Which pupils show growth in eye-hand co-ordination?
4. Which pupils show growth in left-to-right progression?

Further Developmental Activities

With slow groups and with particular pupils in average groups who need further help, use developmental activities similar to those listed for Unit 37, *Store*. Make a number chart by mounting pictures of one, two, and three objects with appropriate labels. Make collections of different objects — one, two, or three objects in a group — and add the numeral or number word (labels). Play the game "Streetcar" with word cards on which are printed both the numerals and the number words.

Do not go on to the next unit until development commensurate with pupil ability has taken place.

UNIT 4I

Counting Toys (page 45)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to discriminate between word forms and numbers
2. His ability to match word forms and meanings

Procedure

Preparation. The last time we used our books, we had a good time with numbers and number words. Let's see how well you remember. What does it say? (Write *one* on the board. If transfer of learning is to take place easily, it is important that the teacher capitalize the letters on the blackboard if they appear that way in *Here We Go*.) What does this say? (Then write 1. Continue until the words *One, Two, Three* and the corresponding numbers are thoroughly reviewed. Write the number words in one column, the numerals in another in irregular order. Have the pupils draw a line from the number word to the numeral which means the same thing.)

Developmental activities. (Distribute the books and check the new page number by counting. Allow several minutes for free conversation about the page, calling attention to the fact that the number or word under each picture tells the number of toys in that picture.)

If you didn't know what the word or number under a picture said, how could you find out? Yes, you could count the toys and find out. We are counting toys on this page. That is why the title is *Counting Toys*. Find the title. Read it for us.

Put your marker under the first row. Look at the first picture. How many toys are in this picture? What does the number under the picture say?

Now find another picture with just one toy. Have you found it? Does the number under it say 1? Make a cross on the picture. Now make a cross on the number. (See that every child has made two crosses in the right places.) Now you can do the rest of the page all by yourselves. Look carefully at

the first picture and the number or word under it. Then find another picture with the same number of toys and the same word or number under it. Make a cross on the picture. Make another cross on the word or number under it.

Appraisal. I have put three cards on this chair. (The word cards for *One, Two, Three.*) As you hand me your books, tell me what the cards say.

Diagnosis of Pupil Responses

1. Which pupils show growth in ability to discriminate between word forms?
2. Which pupils show growth in ability to match number forms, word forms, and meanings?

Further Developmental Activities

With slow groups and with particular pupils in average groups who need help, use again the Developmental Activities suggested in Unit 37, *Store*. Check the sight vocabulary of each child to see whether he can recognize the words, *Store, boat, train, one, two, and three*, without matching. The following games are suggested for checking sight vocabulary:

“Choose a Card.” Place the word cards noted above on the chalk rail, face to the board. Have a child choose a card. What does the word say?

“Streetcar.” See Unit 24, *Here and There*.

“Match.” Place word cards on the chalk rail. Give a child a pack of duplicate cards. How quickly can he match the cards and tell what they say?

UNIT 42

Numbers (page 46)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to discriminate between word forms and numbers
2. His ability to match word forms and meanings

Procedure

Preparation. How well do you know the numbers and the number words? What does this say? (Write the word *three* on the board and follow the techniques outlined in Unit 41.)

Developmental activities. (Distribute the books and check the new page number by counting from 40.) Here is another page with numbers and number words. I think that is the reason the title is *Numbers*. Can you find the title? Read it for us. (Allow a few minutes for free conversation about the pictures. Then the group should be separated.)

Independent activities. Put your markers under the first row. Look carefully at the first picture. Now think, but don't say anything. How many birds are in this picture? Find the number which tells how many birds. Make a cross on it because it tells how many birds there are. Now do the rest of the page all by yourselves. Look carefully at the first picture. Then find the number or word which tells how many things are in the picture. When you find the number or the word, make a cross on it.

Appraisal. I will put the cards on this chair again. When you hand me your book, take a card and tell me what the card says. (Use the word cards for *One, Two, Three*.)

Diagnosis of Pupil Responses

1. Which pupils show growth in ability to associate meaning with symbols?
2. Which pupils show growth in ability to discriminate between word forms?
3. Which pupils show growth in memory span for word learning?

Further Developmental Activities

With slow groups and with particular pupils in average groups who need further help, use again the Developmental Activities suggested in Unit 40, *How Many?*, and Unit 41, *Counting Toys*.

UNIT 43

Remember (page 47)

Major Factor with Which This Unit Is Concerned

Visual discrimination: the pupil's ability to see likenesses and differences in word forms

Procedure

Preparation. It has been fun matching words and pictures, hasn't it? I wonder how many words you know even if you don't see the pictures. What does this say? (Write *store* on the board. Follow it with *train, boat, One, two, three*. If transfer of learning is to take place easily, it is important that the teacher capitalize the letters on the blackboard if they appear that way in *Here We Go*. Use the pupils' own names for variety. Check each pupil's retention of word forms.)

Developmental activities. (Distribute the books and check the new page number by counting from 40. Allow a few minutes for free conversation, noting especially that there are no pictures on the page. Encourage the children to find words they know.)

Independent activities. I am going to hold up some words for you to look at. Then I am going to ask you to find them in your book. Of course, you will have to remember how the words look. I think that is why the title is *Remember*. Can you find the title? Read it for us.

Now put your marker under the first line. (Hold up the page in this *Guidebook* on which the word *One* is printed. Expose it about 30 seconds.) This word says ———. Find it in the first line and make a cross on it. Mark just this word and no other. (Continue in the same manner for the rest of the page. The words to be marked are found on pages 139, 140, 141, 142, 143, and 144 of this *Guidebook* and are as follows.)

Line 1. One

Line 3. boat

Line 5. Alice

Line 2. two

Line 4. train

Line 6. Jerry

(In the last two lines tell pupils the words *Alice* and *Jerry*.) This

word says *Alice*. Find it and make a cross on it. This word says *Jerry*. Find it and make a cross on it.

Appraisal. When you bring your books to me today, you will find many cards on this chair. How many will you know? (Include the word cards for Alice and Jerry together with the six other word cards used thus far.)

Diagnosis of Pupil Responses

1. Which pupils show growth in visual discrimination as a result of the Developmental Activities suggested for Units 37, 38, 39, 40, 41, and 42?
2. Which pupils can apply their ability in visual discrimination to the recognition of new words?

Further Developmental Activities

A child who does not do well on this unit should by all means be checked by the use of the auditory or visual span tests of a reading readiness battery or by a good test of intelligence.

Continue Developmental Activities outlined for Units 37-42 with slow groups and with particular pupils in average groups who need further help.

UNIT 44

Cross Out (page 48)

Major Factor with Which This Unit Is Concerned

The pupil's ability to note likenesses and differences in word forms

Procedure

Preparation. Do you remember the day we went duck hunting? Today we are going to hunt for words. I hope that you have sharp eyes.

Developmental activities. Distribute the books and check the new page number by counting. Be sure to find the title.

It says *Cross Out*. By the time we have finished, I am sure that you will know why that is a good title. (Allow time for comments on the words. If they ask what the words say, tell them but do not stress word recognition. That is not the purpose of this activity.)

Independent activities. (When the words have been discussed, the group should be separated for independent work.) Place your markers under the first row. Look carefully at the words. One word is not like the other words. One word is different. Find the word which is different. Put a cross on it. (See that each child has marked the correct word. Give no further help.) Now you can do the other rows all by yourselves. Remember! Find the word which is different and put a cross on it. Ready, go!

Appraisal. Why do you think *Cross Out* is a good title for this page? Bring your books to me one at a time. While you are waiting, see if you can count each row. Tell me how many rows there are and how many words in each row.

One

Diagnosis of Pupil Responses

1. Which pupils indicate readiness for reading as shown by their ability to discriminate between likenesses and differences in word forms?
2. Which pupils need further developmental activities?

Note on Procedure

All pupils whose scores on the First Year Readiness Test—I ranked them in the average group and who have now completed the Diagnostic Reading Readiness Book, Here We Go, should begin with the First Preprimer, Skip Along, and follow the program outlined for average groups in the Preprimer Guidebook for Teachers.

All pupils whose scores on the First Year Readiness Test—I ranked them in the low or very low groups and who have now completed the Diagnostic Reading Readiness Book, Here We Go, should begin to use the Developmental Reading Readiness Book, Over the Wall.

two

boat

train

Alice

Jersey

PART THREE

Unit Plans for the Developmental Reading Readiness Book

OVER THE WALL

INTRODUCTION

Major Factors with Which This Unit Is Concerned

1. The child's emotional and social adjustment
2. His ability to express himself orally
3. His control of certain techniques fundamental to reading

Procedure

Preparation. When I go to a party and have a good time, I always want to go to another party. When I go to a circus, I want to go to another circus. Are you like that? (Allow a few minutes for discussion of places children like to revisit.) Alice and Jerry are like that, too. No sooner are they home from Grandmother's farm than they want to go there again. Today they want us to go with them. Of course, we can't really go, but we can make-believe go, through the pictures in our new book.

Developmental activities. (Hold up a copy of *Over the Wall*.) Isn't our cover a pretty, bright color? It reminds me of Sandra's hair ribbons. What color are her ribbons, Carl? And what color is the cover?

Look at these children. Read the picture and tell what they are doing. (Allow several minutes for discussion of the picture.) This cover reminds me of the story of The Old Woman and the Pig. Do you remember what she said? "Pig, pig, get over the ——." Can you find the stile in the picture? These children must expect to have a jolly good time on this side of

the wall. Otherwise they would not take the trouble to climb it. The title of our book is *Over the Wall*. (Move hand from left to right under the title.) Read the title, Ann. Keep your eyes on the words as you read. Is that a good title? Why?

Have we enough books for everyone? How can we be sure? (Have children suggest that they must count both the books and the children.) Walter is going to count the children. He can do it all by himself. (Choose the child who needs help in counting.) Russell is going to count the books. Count them this way. (Show how to raise each book slightly from the pile as it is counted.) Have we enough books? What does it mean to have enough?

Do you remember what we did on the cover of *Here We Go* so that we could be sure we each had our own book? Yes, I wrote your names on the covers. Today I started to write your names, but I did not finish them. You are growing up now, and I thought you were big enough to finish them yourselves. (Have each pupil's name written on his cover in broken type [see page 41, *Here We Go*] in letters as large as possible.) How many of you will know your names even though they are not quite finished? (Hold up books, one at a time; check to see whether any pupil does not yet recognize his name.)

These books are our own, and we will want to keep them looking as pretty as they are now. I am sure you remember how to turn the pages. (Review the techniques for holding books and turning pages. Check to see if any child still needs help. Then allow time for leafing through the book and for the discussion of any pictures which individual pupils may wish to share with the group. Observe pupils' ability to talk in sentences and to interpret pictures rather than to identify objects.)

Isn't this an interesting book? Won't we have fun when we go back to the farm with Alice and Jerry this afternoon? We had better finish our names before we put our books away. (Have pupils go to their tables or desks and trace their names with black crayolas. Watch to see that all tracing begins at the left.)

Here is a place on this shelf for your books. Count as you put them away. Jane's book will be *one*.

Diagnosis of Pupil Responses

This introduction will reveal the general needs of the whole group and the individual needs of particular pupils.

1. Which pupils need to develop a greater sense of security and more confidence in their own abilities?
2. Which pupils need individual help in language development as evidenced by:
 - a) failure to participate in group discussion
 - b) use of words and phrases instead of sentences
 - c) inaccurate enunciation and pronunciation
 - d) foreign language handicaps
 - e) incorrect English
3. Which pupils need further development in muscular co-ordination as shown in the handling of books and in the tracing of words?
4. Which pupils need further help in counting and in recognizing numbers and word forms (child's own name)?
5. Which pupils will need adjustment of activities due to left-handedness?

Further Developmental Activities

This particular unit will reveal to an alert teacher the development in certain techniques fundamental to reading which has taken place as a result of the activities in *Here We Go*. It will serve as a guide for later activities to overcome individual weaknesses.

Later in the day, the children may draw or paint something which interested them as they leafed through the book. The results may give the teacher insight into some of the interests of the more timid children which were not indicated orally.

UNIT I

Country (pages I-2)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of information about country life

2. His ability to express himself orally
3. His enjoyment of books. (This is a major factor in every unit, but will not be listed from now on.)
4. His development in readiness for reading as a result of the activities in *Here We Go*.

Procedure

Preparation. When we get to Grandmother's farm, what will we see? (Let children suggest animals, people, buildings, etc. What development do pupils show as a result of the activities in *Here We Go*?)

(Distribute books as suggested in *Here We Go*. If any child does not recognize his name, have him trace it with his finger, calling attention to twin letters, letters with tails, etc. Watch the holding of books and the turning of pages from day to day until the right habits have become automatic with all children.) What number will we find on the first page of our book? Who can write *one* on the board? Turn the cover. Were we right? Is the first page, page 1?

Developmental activities. The title of our page is *Country*. Why is that a good title? Can you find the title? Read the title, Ann. Keep your eyes on the word as you read.

What is Alice doing? Do you suppose she expects a letter from Mother? Who brings the mail to country mailboxes? Jerry is in a hurry, isn't he? How do you know that he is in a hurry? What animals do you see on the lawn? In the country, people sometimes let sheep eat on their lawns. The sheep keep the grass short just as if a lawn mower had cut it. Would you like to live in Grandmother's farmhouse? Why?

Now we are going across the road to a different part of the farm. Look at the picture at the bottom of the page. This big field where the cattle are eating is called a pasture. Did you hear the new word I used for cows? Let me hear you say *cattle*. Cows are sometimes called cattle. What was the new word I used for field? Let me hear you say *pasture*. Ann, where would you look for the cattle on a summer day? Yes, you would look in the pasture. I liked the way you used the new word. After the cows have been in the pasture all

day, Jerry goes out with Grandfather's dog and drives the cows to the barn. Why does he do that? Yes, the cows have to be milked.

I see another part of the farm that you know about. Some of you have gardens at home. Do you see the farm garden? What vegetables do you think are growing there? Do you see a tree that would be fun to climb? Why would it be good to climb? Yes, you could reach the branches very easily. What might be growing on that tree? What could you see from the tree top?

We have read page 1. I am sure you know what number comes after 1. Turn the page, find the number, and tell me what it is. Page 2. Of course you know.

This first picture shows the barnyard. The barnyard is the land around the barn. What buildings do you see? (As pupils name the buildings, watch to see which particular children still lack the requisite background of information.) Whom do you see in the barnyard? What is he doing? What animals do you see? (Interest children in the two different kinds of fences and in reasoning out why different kinds are used.)

Now we will go to a different part of the farm. Look at the picture at the bottom of the page. Grandfather is busy in a different field. Summer is over. How can I tell? Yes, the corn has been put into shocks and the pumpkins are ripe. *Shocks* may be a new word, but if you look at the picture I am sure you will know what a corn shock is. What will Grandmother make from those pumpkins? Will Alice and Jerry want one? What will they do with it?

Haven't we had a good visit to the farm? How would you like to take your father and mother on a visit to the country? If we cut page 1 and page 2 from our books, we can make a book of country pictures. You can take the book home and take Mother and Father to the country with you in pictures. Won't that be fun!

(Have pupils find, by counting, how many scissors will be needed. Initiate the habit of holding the point of the scissors in the passer's hand and extending the handle. Have pupils cut the page from the book by cutting along the heavy black

line to the left. Have them cut between pictures before trimming margins. Have enough pieces of colored paper ready [primary colors 6" by 9"] so that each child can choose two covers in the color he desires. Use this opportunity to check each child's knowledge of color and color names. Have pupils lay one cover on their table or desk, place the cow picture on top of it, the farmhouse on top of that, and the second cover on top of all. Check paging before stapling.)

(When the books are completed, have different children tell the story of a visit to a farm. If any child's contribution is only a sentence or two, suggest something else which you think Mother or Father might want to hear.)

Diagnosis of Pupil Responses

1. Which pupils have an adequate background of information about farm life as a result of the activities of *Here We Go*? Which pupils need further farm experiences?

2. Which pupils are showing growth in ability to express themselves in sentences? Which pupils need individual help in oral expression?

3. Which pupils still need help in identifying colors by color names?

4. Which pupils show adequate growth in number understandings (counting, following directions involving the use of such words as top, bottom, between, etc.)? Which pupils need individual help?

5. Which pupils need help in gaining muscular co-ordination?

Further Developmental Activities

If the group shows adequate growth in the factors of reading readiness with which this unit is concerned, go at once to the next unit. If further development seems desirable, the following activities are suggested:

1. Filmstrip. Use again the Row, PETERSON TEXTFILM, *I Live in the Country*. See page 215 for directions for using the Textfilm.

2. Vicarious experiences through books. The following books are suggested:

Brown, Margaret W. *Baby Animals*. New York: Random House, 1941.

Freund, Rudolf. *The Animals of Farmer Jones*. New York: Simon and Schuster, 1942.

Jackson, K. and B. *Farm Stories*. New York: Simon and Schuster, 1946.

Lenski, Lois. *Animals for Me*. New York: Oxford University Press, 1941.

3. **Picture Cards.** Use Numbers 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 42, 43, 57, 59, 61, 63 as suggested in Units 2, 3, 5, 8, *Here We Go*.

UNIT 2

Animals (page 3)

Baby Animals (page 4)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of information about farm animals
2. His ability to perceive relationships between young and mature animals
3. His vocabulary growth

Procedure

Preparation. Did you have a good time taking your father and mother to the country with your "Country" books? What did your mother enjoy most? (Give each pupil a chance to respond.) Today we are going to have some fun with farm animals. We read pages 1 and 2 yesterday. So today we will read page ——. Who can write 3 on the board? Tommy, bring me three *Over the Wall* books. Russell, bring me three. How many are still on the shelf? (Distribute books as on previous days.) Turn the cover and look at the page number. What does it say, Walter? How does it happen that page 3 is the first page in our books?

Developmental activities. All the pictures on this page are animals. So the title must be ———. Find the title. Read it for us, Joan. Look at the word as you say *Animals*. Which animals on this page are you sure you know, Tommy? Which one would you like to ask about, Ann? Who can tell Ann the name of that animal? See how quickly you can put your finger on the animals as I name them. (The first time, name the animals in left-to-right order; then skip around.)

Let's play "Secrets." Show us what we want to know, but do not say a word. I am thinking of a farm animal that says, "Moo, moo!" Put your finger on it. I am thinking of an animal that gave the wool for my warm winter coat. What animal is that? I am thinking of an animal that is not a hen and not a rooster, but it lays eggs. Find it for me. Now Ann may be the leader. Start the game this way, "I am thinking of an animal. It can ———." (Help the slowest pupils to formulate complete sentences. Be sure each pupil has a turn.)

This is page 3. The next page will be page ———. Who will write 4 on the board? Turn to page 4 and find the page number. All the pictures show baby animals. So the title must be ———. Show me the title, Ann, and look at the words as you read it for us.

(Explain that baby animals have special names, just as Carl and Walter are not called baby men but boys.) Baby ducks are called ducklings. Put your finger on the ducklings. Baby hogs are called pigs. Show us the pigs. (Proceed in the same way for the other animals.) How well do you know the names of baby animals? Put your finger on the colt. (Continue until all animals can be identified.)

Now turn back to page 3. We can play some games with these pictures if we cut them apart. (Proceed as on the previous day. Stress counting to see how many scissors are needed, and emphasize the correct way to pass scissors. Have books collected as soon as the page is cut from the book. Have pupils cut pictures apart on the long lines first, then trim the edges. Show them how to fold on the dotted lines to make animals stand. Many games, such as "Secrets" suggested above, may be played with the cut pictures. Children may choose part-

ners and arrange mother animals and baby animals side by side for a farmyard.)

Diagnosis of Pupil Responses

1. Which pupils can identify the mother and baby animals and recognize the relationship between them?
2. Which pupils use naturally the correct names for both mother and baby?
3. Which pupils are growing in muscular control as evidenced by improvement in cutting?
4. Which pupils have difficulty in the enunciation and pronunciation of animal names? What letters or letter combinations are causing the trouble?
5. Which pupils need individual guidance because of lack of development in the factors of reading readiness with which this unit is concerned?

Further Developmental Activities

1. **Bulletin boards.** Have pupils find, identify, and classify farm animal pictures for the bulletin board.

2. **Picture Cards.** Use picture cards indicated for Unit 1. Have pupils match mother and baby animals. Have them tell all they know about each animal, what it eats, how it helps the farmer, etc. Continue until clear concepts have been developed, and correct vocabulary has become automatic.

3. **Vicarious experiences through books.** The following books are suggested:

Henry, Marguerite. *The Little Fellow*. Philadelphia: John C. Winston Co., 1945.

McCloskey, Robert. *Make Way for Ducklings*. New York: Viking Press, 1941.

Slobodkin, Louis. *The Friendly Animals*. New York: Vanguard Press, 1944.

Weisgard, Leonard. *Would You Like to Be a Monkey?* New York: Thomas Y. Crowell Co., 1946.

UNIT 3

City (pages 5-6)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of information about city life
2. His ability to recognize in pictures objects commonly seen in the city
3. His oral language development (This is a major factor in every unit. It is expected that the teacher will watch for growth in oral language in every unit even though it will not be listed after this.)

Procedure

Preparation. Where have we been visiting in our *Over the Wall* books? Yes, in the country. Today something exciting is going to happen. While Alice and Jerry were visiting Grandmother, Uncle John came to the farm, too. Uncle John lives in a big city, and he wants to take Alice and Jerry home with him. Grandmother is sure their daddy and mother won't care. So Alice and Jerry are going. We have read page 1, page 2, page 3, page 4. (Write the numbers on the board as you say them.) Now we are going to read page —— and page —— . Five comes first when we count. So we will read that page first. I am going to watch to see if everyone remembers how to hold his book and turn the pages. Find page 5 as soon as you get your book from the chalk rail. Be sure that you take your own book. How will you know that it is your own?

Developmental activities. We are going to the *City* today. So the title of our page is *City*. (Move hand from left to right under title.) Read the title for us, Paul.

Look at the first picture. Who are the children? Where are they going? I rather imagine that this is Uncle John's house and that he is walking right behind them. Alice and Jerry are so anxious to see Aunt Mary that they hurry on ahead. Read the picture for us, Ann. Tell us all the things we want to know.

Now look at the next picture. Do you see Uncle John? Yes, I think he is on the train steps right behind Alice. It must be exciting to come to the city on a train. Read this picture and tell us all about it, Russell. I hope you tell us who that man is with the suitcases.

Look at the first picture in the next row. Are these children Alice and Jerry? How do you know that they are not? (Call attention to the differences in their hair.) I guess these are some children Alice and Jerry saw as they rode home with Uncle John on the bus. Where are these children? Why do you think they are in a park? Read the picture for us, Beverly, and tell us all about the park.

The last picture on this page shows some city helpers. Who are they? What are they doing? Read that picture for us, Sandra.

What page comes after 5? Turn to page 6, and we will see some other things that Alice and Jerry saw in the city. Look at the first picture. Maybe you can guess how Alice and Jerry and Uncle John went home from the station. How can you tell that this is a city street? Read the picture for us, Paul, and make us know how much fun it is to ride on a bus.

Look at the next picture in Row 1. It is summer time so I am sure these children do not go to school. What are they doing? Do you ever play on the school grounds on Saturdays or when it is vacation time? These children have so many good things to play on. Read the picture, Paul, and tell us all about the playground.

Maybe on their way home Alice and Jerry saw this building in the next picture. What building is it? I can tell by the man coming down the steps. You may read the post-office picture, Russell, because I know the postman is a great friend of yours. The sign over the door says *Post Office*.

Look at the last picture. Why does everyone going in and out of this building have a book? What building is it? That is what the sign over the door says. *Library*. I am sure you would like to go to this library because you like books so well. Tell us about the library picture, Ann.

Now turn back to page 5. I noticed something that nobody else noticed. Look at the numbers on the board. They say

1, 2, 3, 4, 5, 6. Look at the numbers at the bottoms of the pictures. These numbers say (point) 8, 1, 6, 3. What is the matter with that order? Yes, the numbers are mixed up. I think we can straighten them out if you cut your page from your book. (Have the page cut from the book as in previous units. Have pupils cut between pictures and trim edges. The dotted lines are for folding. Fold the upper row of pictures so that page 1 is on top. Fold the lower row so that page 3 is on top. Slip the lower row inside the upper row and staple together.)

Now look at your book. Are the pages in order? How many pages do you have? Count for us, Beverly, as you turn the pages. Now we can tell what happened to Alice and Jerry from the moment they arrived in the city. We can tell what happened first, what happened next, and so on.

I'll read the first picture. One morning the big train stopped in the city. "Here we are, Alice," said Jerry. "Come on. It's time to get off." Alice picked up her things, and Jerry took the small suitcase. They hurried to the door with Uncle John right behind them. Jerry walked down the steps. The conductor said, "Let me help you, little lady." "Thank you," said Alice. "Now we'll go home on the bus," said Uncle John. The porter had Uncle John's two big bags. He carried them over to the bus for Uncle John. Then away Alice and Jerry and Uncle John went.

Turn the page to page 2. Read that picture for us, Ann. (Continue until the complete story has been told.)

Diagnosis of Pupil Responses

1. Which pupils show growth in background of information about city life as a result of the activities in *Here We Go*?
2. Which pupils show growth in ability to follow directions?
3. Which pupils show growth in oral language ability?
4. Which pupils show growth in number understandings (serial counting, etc.)?

Further Developmental Activities

1. **A sight-seeing trip.** In the light of the above diagnosis, plan short trips in the vicinity of the school to see those phases of city life which are unfamiliar to members of the group.

2. **Vicarious experiences through books.** If the school is not in the city, give pupils the necessary experiences through books and pictures. The following books are suggested:

Burton, Virginia L. *Mike Mulligan and His Steam Shovel*. Boston: Houghton Mifflin Co., 1939.

———. *Katy and the Big Snow*. Boston: Houghton Mifflin Co., 1943.

Mitchell, Lucy S. *Here and Now Story Book*. New York: E. P. Dutton & Co., Inc., 1921.

———. *Another Here and Now Story Book*. New York: E. P. Dutton & Co., Inc., 1937.

Waddell, J. F. *Helpers*. New York: Macmillan Co., 1937.

3. **Filmstrip.** If the school is equipped with a projector, full use should be made of the Row, PETERSON TEXTFILM, *I Live in the City*. See page 215 for directions for using the Textfilm.

4. **Scrapbooks.** Make scrapbooks of city pictures. Have each child interpret for the group the picture he brings.

5. **Picture Cards.** Use numbers 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 34, 36, 38, 48, 50, 54, 58. Play games similar to those suggested for Unit 3, *Here We Go*.

UNIT 4

Rides (page 7)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of information about modern types of transportation

2. His ability to identify in pictures the types of transportation common in modern life

3. His ability to generalize the meanings of *train*, *boat*, *airplane*, *truck*, etc.

4. His understanding of the meaning of left-to-right progression in reading

Procedure

Preparation. In "News Time" this morning, Carl told us about his ride to the park in a car. Yesterday, Paul told us of seeing his uncle get into an airplane. Can you think of other ways to ride? (Have pupils name as many types of transportation as they can; then suggest others through questions.)

Today we are going to read about some ways to travel. We have read pages 1, 2, 3, 4, 5, 6. (Write each number as it is said.) What number will come next? Who can write 7 on the board? Ann, get seven books from the shelf and count them for us. Virginia, get the rest of the books. How many are there? Can you find that number on the board? (Distribute books as on previous days.) Turn the cover. What page do you see? Why is page 7 the first page in our books?

Developmental activities. (Allow several minutes for the independent discovery and sharing of pictures, the asking and answering of questions, and the identification of all the pictures as follows:)

Row 1. dump truck, passenger car, oil truck, stock truck

Row 2. streamliner, freight train, school bus, passenger train

Row 3. passenger airplane, rowboat, sailboat, motorboat

Row 4. amphibian plane, airliner, airplane being loaded with freight, elevator in a store

Row 5. boy's bicycle, girl's bicycle, tricycle, small child's bicycle

Do you think the title *Rides* is a good one? Why? Find the title and read it for us, Sandra. I liked the way you made your eyes help with your reading. Put your pencil on the little cross under the title. That cross will help us get a good start on this page. Make your pencil start at the cross and follow the broken line across the page. When we read, we start with the picture right under the cross and look at each picture in turn until we get to the end of the line. What do you see in the first picture? Yes, a dump truck.

(Have each of the vehicles identified and have the pupils tell what each vehicle carries.) Can you think why the automobile is crossed out? (Give help if necessary, but allow time for real thinking.) Yes, the other pictures are all pictures of different kinds of trucks, and an automobile does not belong with them. Trace the large cross to cross out the automobile in your picture.

Independent activities. (Since this is a check on individual pupil performance, the group should be separated to avoid copying.) Now we are going to see if you can find the picture in each row which does not belong. Find the small cross under the picture of the dump truck, and trace the line that goes with it. That will help you to remember to start at the left when you read the pictures and go from left to right. Now put your finger on the first picture in Row 2. Look at each picture in that row. Find the one that does not belong and cross it out. Trace the next line beginning at the cross on the left. Look at each picture in Row 3. Find the one which does not belong and cross it out. (Continue row by row until the page is finished.)

Appraisal. Good for you! I liked the way you worked. Close your book, but keep your finger in it to keep the place, like this (demonstrate). Bring me your books, one at a time, and I will see if all the marks are in the right places. (Praise the children who did accurate work and find out by questioning whether the errors were due to inability to follow directions, to inaccurate concepts, or to poor muscular control.)

Diagnosis of Pupil Responses

1. Which pupils need further experiences with particular types of transportation?
2. Which pupils need help in generalizing the meanings of *truck*, *boat*, *train*, *airplane*, and *bicycle*?
3. Which pupils have difficulty in following directions?
4. Which pupils need further help in left-to-right progression?

Further Developmental Activities

1. **Building experience background.** Build experience background through excursions to observe types of transportation unfamiliar to the pupils. If not feasible, books and pictures may have to be used. The following books are suggested:

Tatham, Campbell. *The First Flying Book*. New York: Franklin, Watts, Inc., 1944.

Townend, Jack. *Railroad A.B.C.* New York: Franklin, Watts, Inc., 1945.

2. **Filmstrip.** In schools equipped with projectors, full use should be made of the Row, PETERSON TEXTFILM, *Away We Go*. See page 215 for directions for using the Textfilm.

3. **Sharing of experiences.** After each excursion, the children should be encouraged to share their experiences both orally and visually through pictures they draw or bring from home.

4. **Games.** "How Can I Travel?" Have the books open to page 7. Begin by saying, "I am a package. Where will I ride?" Be sure that all means of transporting packages are named. Suggest other travelers such as a horse, a dog, a small boy, a family going to visit grandmother, etc.

5. **Picture cards.** Use Numbers 4, 6, 24, 30, 34, 36, 40, 42, 44, 46, 50, 58, 60, 62. Begin by saying, "I have two wheels. Boys like to ride me. What am I?" Have some pupil pick up the card which answers the riddle and then give another riddle.

6. **Following directions.** Seize every opportunity during the day to give pupils practice in following directions. Be sure to check on accuracy of execution. Later give two, then three, directions to be carried out in sequence.

UNIT 5

Helpers (page 8)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of information about community life

2. His ability to perceive relationships between workers and their tools
3. His ability to locate information in pictures

Procedure

Preparation. When Miss White, the school nurse, came to see you this morning, I began to think of all the other people who help us. Can you think of another worker and helper whom you saw this morning? (Allow several minutes for discussion. Suggestions may have to be made at first, because many children are not conscious of the fact that many kinds of workers are needed in community life.) How do you know a policeman when you see him? How does he help you? What do you think of when I say *nurse*? (Medicine, thermometer, white dress, etc.) What do you think of when I say *shoemaker*? (Leather apron, the tap, tap of his hammer, etc. Stimulate as varied responses as possible.)

Today we are going to read about some helpers. Then what do you think our title will be? Yesterday we read on page 7. Today the page will be ———. Who will write 8 on the board? Carl, you may get eight books for us and count them. Get the rest of the books, Virginia. How many did you get? Can you find that number on the board? (Distribute books as on previous days.) Turn quickly to page 8. I hope your eyes will be helpers, Ann. Find the title and read it for us.

Developmental activities. (Allow a few minutes for discussion of the pictures.) Who is the first helper you see on the page? Can you find something that a policeman might use? Now look at the picture under the picture of the policeman. Who is that helper? What could he use? (Continue until all pictures have been identified and relationship between the worker and his tool has been clarified.)

Independent activities. (Since this is a check on individual pupil performance, the group should be separated to avoid copying.) I am going to see what good listeners you are today and how well you can follow directions. Put your pencil on the picture of the policeman. Draw a line from the policeman to something he needs when he is working. Put

your pencil on the fireman's picture. Draw a line to something he needs. Put your pencil on the clerk's picture. Draw a line from the clerk to something she uses in her work. Put your pencil on the street-cleaner's picture. Draw a line to his tool.

Now look up at the top of the page again. Find the medicine bottle and spoon. Draw a line from them to the one who uses them. Find the scale. Think of the one who uses a scale in his business and draw a line from the scale to his picture. Find the next small picture and draw a line from it to the worker who uses a needle. Find the last picture. Who uses that tool? Draw a line that will show the right helper. Did you notice that each time we started at the left and drew our lines from left to right? Left to right is an important direction to remember.

Appraisal. Close your books on your fingers and come, one at a time, to show me your books. (Check the work in each book. Question the children who have made errors to diagnose the cause.)

Diagnosis of Pupil Responses

1. Which pupils need further experiences with community helpers?
2. Which pupils have difficulty in perceiving relationships between community helpers and their tools?

Further Developmental Activities

This unit represents a definite extension of experiences beyond the scope of those included in *Here We Go*. Therefore, the following activities are recommended for all pupils:

1. **Excursions.** Short excursions in the vicinity of the school should be taken to see people at their work.
2. **Sharing experiences.** Conduct as in previous units.
3. **Filmstrips.** Use again the ROW, PETERSON TEXTFILMS, *I Live in the City* and *Away We Go*. Have pupils watch particularly for community helpers and their tools.

4. **Vicarious experiences through books.** The following books are suggested:

Judson, Clara. *People Who Work in the Country and in the City*. Chicago: Rand McNally & Co., 1943.

Puner, Helen W. *Daddies: What They Do All Day*. New York: Lothrop, Lee, & Shepard Co., 1945.

Waddell, J. F. *Helpers*. New York: Macmillan Co., 1937.

5. **Picture Cards.** Use Numbers 6, 8, 10, 12, 14, 18, 20, 48, 50, 59, 61. Begin by showing the picture of the fire hydrant and saying, "This helps me in my work. Who am I?" Have a child answer by choosing the picture of the fireman and saying, "You are a fireman. You fasten your hose to the hydrant." This child may then continue the game.

6. **Matching.** Have pupils bring from home pictures of workers and their tools. Mount pictures of workers and tools on separate cards. Have the pupils match workers with their tools.

UNIT 6

Young and Old (page 9)

More Young and Old (page 10)

Major Factor with Which This Unit Is Concerned

The pupil's ability to interpret pictures and to see relationships in the field of natural science

Procedure

Preparation. Carl and Tommy were having fun with their animal cut-outs today. Do you know all the animal names, boys? Let's see if you do. I will say the name of the grown-up animal. You tell me the name of the baby. Cow, ———. (Continue until all animals on pages 3 and 4 have been named.)

We are going to read about young and grown-up animals today. Yesterday our page was 8. Today it will be ———.

Who can write 9 on the board? Count nine children and ask them to stand, Ann. Each of these nine children may get his book. How many children are left? Just one. You may get your book, Tommy. Nine and one are ———. Yes, ten. Ten comes after nine. Who can write 10 on the board? How quickly can you find page 9? I am glad that I don't have to remind you how to turn pages.

Developmental activities. The title says *Young and Old*. Look at all the pictures and see if you think that is a good title. Why? Look at the pictures in the first row. I am going to name them in order. *Boy, man, woman*. Why did I start with the boy? Yes, he is on the left side of the page under the cross that helps us to remember that we always begin on the left when we read. Name the pictures in the next row, Carl. (Continue until all the pictures have been named. Take time to clear up faulty concepts.)

Independent activities. (The group should be separated.) Begin at the first small cross and follow the line with your pencil. Now look at the first picture. Then find the picture that shows what a boy will be when he grows up. Yes, he will be a man. He could not be a woman. So we will cross out the woman's picture because it does not belong with the boy. Trace the large cross to cross out the woman's picture. Put your pencil on the next small cross and follow the line. Look at the first picture in Row 2. Find the picture which shows what the girl will be when she grows up. Cross out the picture which does not belong. (Continue until the page is completed.)

Do you think you could do another page today? What page comes after 9? Turn to page 10. The title says *More Young and Old*. Why is that a good title? Name the animals in the first row, Paul. Name the animals in Row 2, Carl. (Continue in the same manner until all the animals are named.)

Do you think you could do this page all by yourselves? What would you do first? Yes, draw the helping line. And next ———? Find the young animal and the animal it will be when grown up. Then cross out the one that does not belong. Do the whole page by yourselves. Be sure that you

do every row. (Walk among pupils as they work. Give help only if necessary.)

Appraisal. When you have finished, bring your book to me. (Check each page carefully to determine accuracy of the child's concepts and his ability to carry out directions.)

Diagnosis of Pupil Responses

1. Which pupils need further help in seeing relationships between young and mature animals?
2. Which pupils are not yet oriented to left-to-right progression?
3. Which pupils give evidence of faulty return eye sweeps, e.g. going from line 1 to line 3, etc.

Further Developmental Activities

The weaknesses of the group will probably be shown in their insecurity in following directions and, in the case of individual pupils, in left-to-right orientation. Stress left-to-right movement in all activities of the day. Give pupils ample opportunity to carry out simple directions. Always check on accuracy of execution.

UNIT 7

What Do You Wear? (page 11)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to get information from pictures
2. His ability to perceive relationships between weather and season and the type of clothing worn
3. His oral language ability (evidences of growth)

Procedure

Preparation. Isn't this a cold day? As you came in the door, I could tell by looking at you that today was a cold

day. How could I tell? (Allow several minutes to discuss the influence of weather in choosing the proper type of clothing to wear.)

Our book has a page about weather and the kind of clothes to wear. Yesterday we finished page 10. So today we are ready for page ——. Who can write 11 on the board? Count softly to eleven, Virginia, as I write the numbers. (Distribute books as on previous days.) Find page 11 quickly. The title says *What Do You Wear?* Find the title, Paul, and make your eyes work as you read it for us.

Developmental activities. Put your finger on the first picture in Row 1. What kind of day is it? What time of year do you think is shown in the picture? What would you wear on that kind of day, Ann? What would you wear, Paul? (Discuss each picture as to kind of weather, the clothing to be worn, and why certain kinds are appropriate.)

Independent activities. (The group should be separated.) Put your finger on the first picture. Think of clothes that would be right for that kind of weather and that time of year. Look at the next picture in that row. Would a raincoat be good to wear on that day? Then do not cross it out. Would you wear rubbers? Then do not mark them. Would a fancy hat be good to wear? Why not? Then cross it out to show that it is not the right kind of clothing for a rainy day. Tell us about that row, Beverly. Do it this way, "On a rainy day I would wear ——" Use your pictures to help you.

Look at the first picture in the next row. What kind of weather is it? Now look at all the other pictures in that row. Can you find something that would not be good to wear if you were doing what is shown in the picture? Cross it out. Tell us about that row, Carl.

Finish the page by yourselves. Be careful about the last row. Think about the kind of day. Cross out any clothing you would not need on that kind of day.

Appraisal. Bring your books to me one at a time. While I am looking at your book, see if you can think of things to wear on a snowy day. (Question the child who has crossed out clothing inappropriate to the day to see if his errors are

due to carelessness or to unfamiliarity with the relationship between clothing and weather.)

Diagnosis of Pupil Responses

1. Which pupils need further experiences with weather and seasons?
2. Which pupils need to have concepts of clothing extended and clarified?
3. Which pupils need to have the relationships between weather and clothing extended and clarified?
4. Which pupils need further experiences in interpreting pictures?
5. Which pupils are showing growth in oral expression?

Further Developmental Activities

This unit is a distinct advance beyond the activities of *Here We Go*. The following activities are suggested for all pupils in the group:

1. **Charts.** Mount pictures of the different seasons. Have children suggest appropriate labels. Put a picture of a particular season at the top of the chart. Have pupils bring in and mount on each chart pictures of the right type of clothing.
2. **Pictures.** Have pupils draw a picture of a boy. Dress him as he should be dressed in different seasons of the year.
3. **Storybooks.** Have pupils find pictures of people in books on the library table and tell the group why these people are dressed as they are.

UNIT 8

Go Together (Page 12)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of information about common things
2. His ability to associate ideas and see relationships

Procedure

Preparation. (Have the following objects on a table for the children to examine: a doll's shoe, a doll's stocking, a cup, a saucer, a needle, a spool of thread, a knife, a fork, a hammer, nails, a pencil, paper, a pen, ink, chalk, and black-board eraser [real objects if possible]. Have each object identified.) Some of these things are often seen together. We often talk about a needle and thread. Can you find two other things that go together? (Continue until all objects have been paired.)

Developmental activities. That was fun, wasn't it? Today we will have a page in our books called *Go Together*. Why do you think it has that title? It comes after page 11. So it must be page _____. Count to twelve, Tommy, as I write the numbers on the board. Watch the way I make 12. Who else can write 12? (Distribute books as on previous days.) Find page 12 quickly. Find the title and read it for us, Tommy. Make your eyes help you read.

Each of the pictures in the left row belongs with one of the pictures in the other row. What belongs with the hooks and coat hangers? Of course, the coats and hats do. Who can see some other pictures that go together? Have you any questions about the other pictures?

Independent activities. (The group should be separated.) Put your finger on the picture of the hooks and coat hangers. Now look to see where the coats and hats are. Draw a line from the hooks to the coats and hats. Put your finger on the picture of the brushes. Keep it a secret. Draw a line from the brushes to the right picture. It is all right to make your line go across another line if you need to do that. (Continue to name each picture in the left row and have pupils choose and draw the line to the related picture.)

Appraisal. Bring your books to me, one at a time. While you are waiting your turn, put away one of the things on the table. (Check each book carefully and have each child explain the relationship between one or two of the groups which he has marked.)

Diagnosis of Pupil Responses

1. Which pupils have a limited experience with any of the common objects shown in the pictures?
2. Which pupils have difficulty in seeing the relationships between common things?
3. Which pupils need additional experiences to develop better muscular co-ordination?
4. Which pupils are showing growth in oral expression?

Further Developmental Activities

Helpers' Chart. Introduce the making of the chart by saying, "Since most of you know your own names by now, I think you can help to take care of the room without my having to tell you each day. Can you think of some things that need to be done? Yes, the plants do need watering. I'll write *Water the plants* on the board. What else? (When several duties have been named and written on the board, start to make the chart.) Since we can't read all the words, I'm going to make some pictures to read. I'll make this pot of flowers to say *Water the plants*. This fish bowl can say *Feed the fish*, and these books will say *Take care of the library*. I will write someone's name after each picture. Then if you read the picture and your name, you will know what you are to do. (Change names daily.)

UNIT 9

What Do You Use? (page 13)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to associate ideas and perceive relationships
2. His background of information about commonplace things

Procedure

Preparation. See how quickly you can answer my question if I call on you. What do you use to pound a nail? To sweep the floor? To dust a chair? To draw a picture? To scrub the floor? To cut the grass? To cut flowers? Good for you! We didn't have time to ask a question of everyone, but you will all have a chance to answer questions in your books.

Yesterday our page number was 12. What number comes after 12? Yes, 13. Let's count to thirteen. (The sequence 10, 11, 12, 13 gives many children trouble. Have several children count to thirteen; then have different children write 10, 11, 12, and 13 on the board. Distribute books as on previous days.) Find page 13 quickly. The title is just like the name of the game we were playing: *What Do You Use?* Read it for us, Paul, and make your eyes help you read.

Developmental activities. What do you see in the first picture? What needs to be done with that grass? Now look at the pictures in the other row. What do you use to cut the grass? Look at the next picture in the left row. What needs to be done there? What would you use to shovel snow? Can you find it? What needs to be done in the next picture? What would you use to hang clothes? What needs to be done in the next picture? What would you use to pound a nail? What needs to be done in the last picture? What would you use?

Individual activities. (The group should be separated.) You have been finding the pictures that go together. Now we are going to draw lines to show which pictures belong together. Start with the first picture on the left. Draw a line from the grass to the thing which belongs with the grass. Then go on and do the rest of the page. (Walk among the children to be sure that the left-to-right habit is being observed.)

Appraisal. (Check each book individually. Which children made mistakes because of eagerness to finish? Which pupils have faulty concepts?)

Diagnosis of Pupil Responses

1. Which pupils are unobservant of the tools used in everyday occupations?
2. Which pupils fail to associate ideas and see relationships among commonplace things?
3. Which pupils need more emphasis on left-to-right progression?

Further Developmental Activities

1. **Observation.** Have pupils stand in two rows facing each other. Each pupil in Row A will scrutinize the child opposite him. At a given signal, the pupils in Row A turn their backs. Each child in Row B makes some change in his clothing, tying or untying a shoelace, turning a belt around, unfastening a button, or making some other simple change. Row A then turns around, and each pupil tries to see the change in his partner's appearance in a given length of time. Reverse players' positions and repeat. As pupils become more observant, two or three changes may be made.
2. **Picture interpretation.** Use every opportunity during the day to have pupils tell what is happening in pictures and to give reasons for their answers.
3. **Chart.** Make a chart of kinds of work done by the children's fathers and the tools they use.

UNIT 10

Outdoors (page 14)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to interpret pictures
2. His ability to associate ideas and see relationships in the field of natural science
3. His ability to draw conclusions based upon experience and to predict outcomes

Procedure

Preparation. Whenever we look at pictures, it is fun to think what will happen next, isn't it? Today we will have a good time doing just that. Our page is 14. All the girls may count to fourteen. Then the boys may have a turn. Is there anyone who can write 14 on the board? Who will be the first to find page 14 in your books?

Developmental activities. All the pictures show things that happen outdoors. Probably that is why the title says *Outdoors*. Find the title and read it for us, Sandra. Look at the first picture. What is happening in that picture, Paul? What do you think will happen before many days go by? Can you find a picture in that row which shows what will happen? Look at the first picture in the next row. Tell us what is happening. What kind of day is it? If you looked at that porch a little later and Mother hadn't taken the milk indoors, what would you see? Can you find a picture in that row which shows what we might expect to see? (Continue with picture interpretation until all the pictures have been discussed.)

Independent activities. (The group should be separated.) Find the first cross and draw the line from left to right. Then look at the first row of pictures. Find the picture that does not belong in that story and cross it out. Do the rest of the page by yourselves. First draw the line. Then look at all the pictures in the row and cross out the one which does not belong.

Appraisal. While you are waiting for me to look at your book, get one of the pictures from the table. Look at your picture and decide what will happen next. (Have some "story-telling" pictures cut from magazines and mounted on colored paper. As each book is checked, discuss the pictured situations with the child to see why he marked the pictures he did.)

Diagnosis of Pupil Responses

1. Which pupils have a meager background of science experience upon which to base reasoning?

2. Which pupils lack experience in drawing conclusions and predicting outcomes?

Further Developmental Activities

1. **Science experiences.** Materials for studying natural science are all about us. Pupils, when encouraged, will bring many science materials into the classroom. Encourage and make use of these contributions.

2. **Picture interpretation.** Have each child show the picture that he took from the table, give his interpretation, and explain what he thinks will happen next. Let other pupils suggest different endings.

3. **Activities of the day.** Use many occasions during the day to ask questions such as these: "What did we plan to do the last thing this morning? Then what shall we do now? What will happen if Ann keeps forgetting to water the plants?" etc.

UNIT II

See (page 15)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of experiences with stores
2. His ability to associate ideas and see relationships
3. His ability to draw conclusions based on experience

Procedure

Preparation. How many of you go to the store with your mothers? What do you see in the store, Carl? Who can tell what kind of store Carl and his mother visit? What do you see when you go to the store, Sandra? What kind of store is that, Walter? (Continue until many kinds of stores have been discussed. If only one or two types of stores are suggested, stimulate discussion by telling of your experiences in others.) Yesterday we read page 14. Let's count to fourteen and see if

anyone will know the number that comes next. Can anyone write 15 on the board? Let's see if you can all get your books from the chalk rail while Virginia counts to fifteen. Now show me how to turn your pages until you come to page 15.

Developmental activities. We are going to *see* a great many pictures on this page. Maybe that is why our title is *See*. Find the title and read it for us, Paul.

What kind of store do you see in the first picture? What makes you know that it is a toy store? What would you expect to find for sale in a toy store? I see six small pictures next to the toy-store picture. Can you find the six pictures? Count and see if there are six. Which of those things would you find for sale in a toy store?

Look at the next store picture. Read that picture for us. Be sure to tell where Jerry is going. Can you find the six small pictures that go with the pet-store picture? Which of those things would be for sale in a pet store? (Continue in the same way with the picture of the clothing store.)

Independent activities. (Group should be separated.) Now we will see how well you can think about stores. Look at the first store picture. Decide what you could buy in that store. Then cross out all the small pictures which do not belong. Do the same thing with the next store and the next.

Appraisal. (Check the books individually. Have each child explain why he crossed out one or two particular items and where he would go to get that particular thing.)

Diagnosis of Pupil Responses

1. Which pupils lack experiences with different types of stores?
2. Which pupils have failed to use their powers of observation when shopping?
3. Which pupils are growing in ability to express reasons for their decisions?
4. Which pupils need further experiences in picture interpretation?

Further Developmental Activities

1. **Trips to a variety of stores.** Plan trips to neighborhood stores. Plan to see a variety of things sold in each store.

2. Games.

a) *Where Can I Buy?* The child who is the leader sits in front of the group or in the center of the circle. She may say, "I want a new bracelet. Where can I buy it?" She calls on a member of the group who will become the leader in her place if he can tell the right store.

b) *Storekeepers.* Have two pupils draw two big stores on the board (simple front views). The grocer then stands by his store, the clothing merchant by his. Each of the pupils in the rest of the group tells what he wants to buy. If it can be bought in a grocery store, the grocer puts a cross on his store. The one who gets the most crosses wins. Stores and storekeepers may then be changed.

UNIT 12

See Again (page 16)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of experiences with the out-of-doors
2. His ability to associate ideas and see relationships
3. His ability to draw conclusions based upon experience

Procedure

Preparation. Have you had your eyes wide open when you have been outdoors lately? What have you seen? (Encourage each child to contribute.) Yesterday we had fun thinking of things we might see in different stores. Today we will think of things we might see in different places outdoors.

We read page 15 yesterday. Count to yourself and be ready to tell the number of the page for today. Whisper the page number in my ear when you are sure you know. That's right, 16. Who can write 16 on the board? Count to sixteen for us,

girls, while the boys get their books. Now, boys, you count while the girls get their books. Now I will count. See if you can turn to page 16 by the time I am through counting.

Developmental activities. The title of the page is *See Again*. That is a good title because that is just what we will do. Read the title and make your eyes look at the words, Russell.

Look at the first picture. Think hard. Where are Alice and Mother walking? What do you suppose they will see? Look at the six little pictures next to the picture of Mother and Alice. Which of these things might they see? (If acorns should be unfamiliar, identify them, and talk a little about their source and use.) Can you think of other things which are not shown which Mother and Alice might see? What might they hear? Yes, isn't it fun to walk through the crunchy leaves? They might hear birds and squirrels, too.

Where are Father and Jerry in the next picture? Did you ever look down into a little pond? Which of the six small pictures show some things which Jerry and Father might see? What might they hear as they listened? What might you hear if you were very quiet? Think of other things besides those shown in the small pictures.

Did you ever watch a new house being built? There are so many things to see around a new house. Look at the six small pictures. Which things might Alice and Jerry see? Think of other things they might see and hear.

Independent activities. (The group should be separated.) We do the work on this page exactly as we did the page yesterday. Who will tell us what to do? That is right. Look at the big picture first. Then look at the small pictures which go with it. Cross out all the small pictures that do not belong with the big picture. You may do the whole page by yourself.

Appraisal. (In checking books, have individual pupils tell why they crossed out some particular picture. Emphasize the humorous element, e. g., how funny it would be to see a gingerbread boy in a pond.)

Diagnosis of Pupil Responses

1. Which pupils have meager experience with the out-of-doors?

2. Which pupils need guidance in observation?
3. Which pupils need help in drawing conclusions based upon experience?

Further Developmental Activities

1. **Excursions.** Plan short excursions to interesting out-of-door places. Share experiences on the return from such trips, and see who can remember the most things seen on the excursion.

2. **Games.** "Add Something." One child begins by saying, "I went to the woods and saw some leaves." The next child continues by saying, "I went to the woods and saw some leaves and a squirrel." The third child repeats the sequence and adds something. The game continues until someone breaks the sequence.

UNIT 13

A Puzzle to Make (pages 17-18)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to follow directions
2. His visual discrimination of color and shape

Procedure

Preparation. Do you like to dress up in fancy clothes when you play? Alice and Jerry do, and they are having the best time today. You will want to see what they are doing. So I will tell you the page number. It is 17, and it looks like this. (Write 17 on the board.) Get your books from the chalk rail and see if you can find page 17 by the time I am through counting to 17.

Developmental activities. First of all we will read the picture. Why do you think Alice and Jerry are dressing up? What are they going to do? Read the picture and tell us,

Sandra. Who is with them? I think I know something about that puppy. He is Alice's puppy, and his name is Jip.

Can you guess why the artist made those black lines across the picture? That is right. It makes it look like a puzzle. The title says *A Puzzle to Make*. So I suppose we are to make a puzzle out of this page in our books. How will you like that?

Suppose we color the picture before we make the puzzle. We will each have a chance to tell the rest of the group how to color one part of the picture. I will give my direction first. Make two of the spots on Jerry's suit blue. (Walk around the group to check accuracy of execution. Have each child give a similar direction. Give help in framing the direction if necessary. When each child has had a turn in giving a direction, let the children finish coloring as they wish. Have the pupil who finishes first pass the scissors. Have the page cut from book and the edges trimmed. Have each child paste his picture on a cardboard 8" by 8½". Puzzles should be put under weights with a clean piece of paper between each two puzzles. The next day the puzzles can be cut apart. Simple envelopes may be made, or commercial ones used. Allow time for puzzles to be used.)

Diagnosis of Pupil Responses

1. Which pupils were able to follow directions accurately?
2. Which pupils were able to give a simple direction without help?
3. Which pupils have difficulty in seeing relations between shape and color in putting their puzzles together?

Further Developmental Activities

1. **Commercial puzzles.** Have several puzzles on the library table. Pieces should be large, and the puzzle should require matching of both color and shape. Good puzzles can be obtained from Educational Playthings, Inc., 20 East 69th Street, New York, N. Y. Use magazine pictures to make puzzles similar to the one suggested in this unit.

UNIT 14

Draw (page 19)

Major Factors with Which This Unit Is Concerned

1. Visual discrimination; the pupil's ability to note missing parts
2. His ability to match the form and meaning of pictures by supplying missing parts

Procedure

Preparation. Some of you had such a good time drawing pictures when you came into the room this morning. That is why I know you will enjoy the work in your books today. (Distribute books and check page numbers by counting as on previous days.)

Developmental activities. Today the title says *Draw*. That is why I know that you will have a good time. Read the title for us, Beverly. We will use our pencils to do the drawing. With what else could you draw?

Independent activities. (The group should be separated.) Find the first little cross and trace the broken line. Now look at the first picture. Then look at the second picture in that row. Can you see where something is missing? Draw in the part that is missing. Then go ahead with the rest of the page. Be sure to trace the broken line above each row before you do that row.

Appraisal. (Walk among children while they work. Note pupils who cannot find missing parts when working independently. Check each book individually and call attention to any errors in the following of directions or in completion.)

Diagnosis of Pupil Responses

1. Which pupils do not note detail when working independently?
2. Which pupils lack the muscular co-ordination to control the drawing of lines?

Further Developmental Activities

Use every opportunity during the activities of the day to develop keen visual discrimination. For example: "This is a very nice house Sandra made. But I do not want to visit her this winter. She cannot have a fire in her house because she forgot something. What is it?"

The game suggested in Unit 9 may be modified so that something is removed instead of being changed.

Pupils who have great difficulty in this type of activity may complete simple sets of outline pictures that have been reproduced by mechanical means.

UNIT 15

Happy Times (page 20)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of information about holidays
2. His ability to interpret pictures
3. His ability to follow directions

Procedure

Preparation. Paul has a birthday today. (Allow several minutes for the discussion of birthdays and their celebration.) This is a special day for Paul. Some days are special for everyone. Do you know of any of those special days? We call them holidays. (Distribute books and check page numbers by counting as on previous days.)

Developmental activities. The title of this page is *Happy Times*. Look at the pictures and see if you think the title is a good one. Why? These are holidays or special days for all of us, aren't they? Read the first picture. Can you think of the name of that special day? What do you think the children are planning to do with that pumpkin? Read the next picture. What holiday does it show? What is Jerry making in the next picture? For what holiday is a valentine used? Of what holiday does the last picture make you think? Can you think

of some other days that are special days for all of us? (Allow several minutes for the pupils to tell about holidays.)

. **Independent activities.** This page will give you a chance to show how well you have learned to follow directions. Take out your crayons. Hold up the color you think the pumpkin should be. Follow the broken line around the edge of the pumpkin with your orange crayon. Now make two black eyes in the pumpkin. Make a black nose and a black mouth. Color the stars on Alice's dress red. (Give one direction at a time and wait until the children have completed that direction before giving another.) What color should the Christmas tree be? Follow the broken line with your green crayon. Make two orange balls on the tree. Make a string of five lights on the tree. Make them any color you wish. Go around the heart with your red crayon. Make a pretty blue flower on the valentine. Follow the broken line around the Easter basket with your brown crayon. Make two of the eggs green. Make one egg yellow. Make one egg purple. (The rest of each picture may then be colored.)

Appraisal. (Check the books at a later time to note which pupils were able to carry out all directions accurately. In noting errors, decide which were due to inattention to details in directions given and which, if any, were due to lack of familiarity with the color names.)

Diagnosis of Pupil Responses

1. Which pupils have an inadequate background of experience with holidays?
2. Which pupils show growth in ability to carry out simple directions independently?
3. Which pupils do not know all the color names?

Further Developmental Activities

1. **Vicarious experiences through books.** Background of information about holidays can be built up through the use of the following books and stories:

Conover, Charlotte. *A Holiday Story Sampler*. Chicago: Albert Whitman Co., 1941. The following stories are suggested:

"Many Valentines in One," "A Valentine with Whiskers," "Frosty's Easter Eggs," "Little White Bunny and How He Changed," "A Halloween Story," "Halloween in the Country."

Association for Childhood Education. Literature Committee of (comps.). *Told Under the Blue Umbrella*. New York: Macmillan Co., 1933. The following story is suggested: "The Jack-o'-Lantern," by Mabel G. LaRue.

2. **Celebration of holidays.** Provide some pleasant experience for each holiday which occurs during the school year.

UNIT 16

Something Missing (page 21)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of experience with literature
2. His ability to note likenesses and differences
3. His ability to make certain speech sounds(*r, d*)

Procedure

Preparation. (Have some Mother Goose pictures mounted on the bulletin board.) Russell noticed the new pictures on the bulletin board as soon as he came into the room this morning. Tell us what one picture was about, Russell. Who saw a different Mother Goose rhyme? (Spend a few minutes repeating familiar rhymes. Distribute books and check page numbers as on previous days.)

Developmental activities. Put your finger on the first picture. What rhyme do you think of when you see that picture? Say that rhyme for us, Ann. Let's all say it. Now look at the picture below that one. Who can say that rhyme? (Say the rhyme for the children if necessary; then have them repeat it.) I'll start by saying the next rhyme, and you help me. "Ding, dong, bell!" Sandra, say the whole rhyme for us. The last picture shows a ride that we didn't mention when we

were doing the page about rides. Who knows the rhyme about the cockhorse?

Independent activities. The title of our page is *Something Missing*. Look at the two top pictures. Can you think what needs to be done in the second picture? Is the title *Something Missing* a good one? Why? Who will tell us what to do on this page? (Let several children try to give clear directions.) Yes, look at the two pictures in each row. Think of the part that is missing in the second picture. Draw that part with your pencil. Do the whole page by yourselves.

Appraisal. (Walk among the children as they work to see which pupils are having difficulty in seeing likenesses and differences in companion pictures. Give help only after the pupil has had sufficient opportunity to think. When the page is completed, the books may be put away, and each child may say a Mother Goose rhyme for the group.)

Diagnosis of Pupil Responses

1. Which pupils give evidence of a growing acquaintance with Mother Goose?
2. Which pupils need further help in developing correct speech habits?
3. Which pupils are growing in ability to see likenesses and differences?

Further Developmental Activities

1. **Mother Goose.** Give pupils rich experiences in saying and dramatizing Mother Goose rhymes. (See Unit 4, *Here We Go*, for good editions of Mother Goose.)
2. **Production of speech sounds.** Continue the developmental activities outlined in Units 16, 19, 23, *Here We Go*, with all pupils who have speech difficulties.

UNIT 17

Mother Goose (page 22)

Mother Goose Again (pages 23-24)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of experience with Mother Goose
2. His ability to associate ideas and see relationships
3. His speech habits

Procedure

Preparation. Yesterday we talked about some of the Mother Goose rhymes that we know. Some more Mother Goose rhymes are in our work today. (Distribute books and check page numbers as on previous days.)

Developmental activities. Our title today is *Mother Goose*. Look at the pictures and see why you think that is a good title. Read the first picture with your eyes and be ready to say the rhyme that it makes you remember. The picture isn't colored. What was there in it that reminded you of Little Boy Blue? What else do you think of when you say "Little Boy Blue"? Who knows the rhyme that tells about the black hen in the second picture in that row? (If the rhyme is unfamiliar, say it several times for the group; then have them repeat it.) If you were drawing a picture of "Higgledy, Piggledy, My Black Hen," what would you put in your picture besides the hen?

Read the next picture and show me with your eyes when you are ready to say the rhyme. Paul, say it for us. I am sure we all know the rhyme that is pictured in the second picture in row 2. Let's say it together. Look at the first picture in the last row. What time does that clock show? Do you remember the rhyme that starts, "A diller, a dollar"? Tell us, Russell. Are you a scholar? Then who might the scholar be? The last picture shows a rhyme that all of us like to say. Sandra and Tommy may say, "Baa, baa, black sheep."

Now let's look at the pictures on page 23. I see some pictures that make me think of Mother Goose. Maybe that is why the

title is *Mother Goose Again*. I think you will be able to think of these rhymes very quickly. You may each have a turn to say a rhyme and show us a picture. Who is ready with the first rhyme? (Continue until each rhyme has been said.)

Some of these pictures make me think of the same rhymes as the pictures on page 22 did. We can have fun matching the pictures, but first we must cut page 23 from our books. (Emphasize the correct passing of scissors. Cut the page from the book on the heavy black line; then cut the individual pictures apart.)

Independent activities. Put the three larger pictures at the top of your table (or desk). Now look at page 22 again. Look at the first picture again. Look at the little pictures that you have cut. Can you find a little picture that makes you think of the same rhyme? Put that picture right beside Little Boy Blue's picture. Why did you choose that picture? Think of the rhyme about the black hen. Can you find another picture that tells about the same rhyme? Put the two pictures side by side. There is another picture to go with each of the other pictures on page 22. Do the rest of the page all by yourselves. (Walk around among the pupils and question them as to the reasons for their choices. When all pictures have been correctly placed, have them pasted to fit into the outlined spaces.)

Diagnosis of Pupil Responses

1. Which pupils have an adequate background of experience with *Mother Goose*?
2. Which pupils show growth in ability to associate ideas and see relationships?
3. Which pupils need further development in correct speech habits?

Further Developmental Activities

1. **Booklet.** Make a booklet of the three larger pictures from page 23. This may be taken home and may lead to further interest in rhymes.

2. **Production of speech sounds.** Continue to use the developmental activities outlined in Units 16, 19, 23, *Here We Go*, with all pupils who have speech difficulties.

UNIT 18

Three Billy Goats (page 25)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of experience with literature
2. His ability to interpret pictures, associate ideas, and see relationships
3. His ability to organize ideas and to remember a sequence of events in order

Procedure

Preparation. (Tell or retell the story of the "Three Billy Goats." Pupils in slow groups need to have the story told and retold many times before being asked to retell it. Distribute the books and check the page number by counting as on previous days.)

Developmental activities. The title of this page is *Three Billy Goats*. I am sure that you can tell this story if you look at the pictures and read them carefully. Look at the first picture. Who would like to begin our story for us? Carl, you may begin. When you have finished the part of the story that goes with the first picture, you may choose someone to follow the leader and tell the next part. (Continue until the entire story has been told.) Can you think of anything that might have been told to make the story better? Let's try again. How many people do we need to tell the story if each one tells the part that is shown in one picture? (Choose six pupils who need the experience. Let them tell the story without interruption unless help is clearly needed.)

Diagnosis of Pupil Responses

1. Which pupils can interpret a picture and recall the part of the story it depicts?

2. Which pupils can organize their ideas and retell them in correct sequence?

3. Which pupils need to learn to speak with more attention to the interests and comfort of an audience?

Further Developmental Activities

1. **Filmstrip.** Use again the ROW, PETERSON TEXTFILM, *Tell Another Story*. See page 224 for directions for using the Textfilm. Call attention to the idea that there are different types of trolls, bridges, etc.

2. **Retelling and dramatization.** Have the most familiar stories retold without picture aids. When pupils can do this, they are ready for simple dramatization.

3. **Audience groups.** Use opportunities to have children in these slow groups retell stories for another group or room.

UNIT 19

The Boy and the Goat (page 26)

The factors of pupil development, the procedure, and the developmental activities are similar to those given for Unit 18. The pupils should be expected to give a better performance in interpreting the pictures and in retelling the story than in previous units.

UNIT 20

Stories to Tell (page 27)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of experience with literature
2. His ability to associate ideas and to see relationships
3. His ability to organize ideas and to remember a sequence of events without picture aids

Procedure

Preparation. You told the story of "The Boy and the Goat" to the kindergarten very well yesterday. Our book has some

pictures of other good stories, too. (Distribute books and check the page number by counting as on previous days.)

Developmental activities. We must be going to tell stories on this page because the title says *Stories to Tell*. Find the title and read it for us, Ann.

Picture 1. What story does the first picture show? Is this the very beginning of the story? What happens in the story before the part shown in the picture? What happens after this part? Who can tell the whole story? Begin the story, Ann. Go as far as you can; then ask someone to follow the leader.

Picture 2. What animal is this in the next picture? What is he doing? Is this beginning of the story? What happens first in the story? What happens after that? What happens after the part of the story that is shown in the picture? Let's play "Follow the Leader" again. Tell us the title of the story and go as far as you can, Paul.

Picture 3. There is a pig in the next picture in the middle of the page. But is this the Pancake story? What is the name of this story? What is the woman trying to do? Who helps the old woman? Let's play "Follow the Leader" and follow the old woman as she starts out to get help.

Picture 4. What is that falling on the chicken? What tree is he under? What did Chicken Little do when the acorn fell on him? What happened next? Do you think this would be a good story to play? How many actors would we need? I will write their names on the board as you say them. (List the names and let pupils volunteer for the parts they wish to play. Write the child's name after the part he chooses. Have the story dramatized.)

Picture 5. The last picture is a story we all like. What is the title of the story? Does the picture show the beginning of the story? What happened before this part? What happened after this part?

Which story do you like best? Color the pictures.

Diagnosis of Pupil Responses

1. Which pupils have an adequate background of experience with the old folk tales?

2. Which pupils can interpret a picture, associate it with a familiar story, and retell events which preceded and succeeded the action shown, without further picture aids?

3. Which pupils need further experience in keeping a sequence of events in mind?

Further Developmental Activities

1. **Retelling and dramatization.** Identification of the action which takes place in the middle or at the end of a story represents a distinct advance over the story-telling activities of *Here We Go*. Give pupils ample opportunity to retell well-known stories without picture aids to suggest the sequence of events. Then have stories dramatized.

2. **Riddles.** Pupils may ask riddles, such as, "I'm thinking of a story in which someone says, 'The sky is falling.' What story is it?" Another pupil may become the leader by naming the right story.

UNIT 2I

Look (page 28)

Major Factors with Which This Unit Is Concerned

1. Auditory discrimination; the pupil's ability to hear initial consonant sounds
2. His ability to interpret pictures

Procedure

Preparation. (Have several wooden blocks, two spoons in a covered jar, some wooden beads on a string, several small bells on a string, two blocks of wood with sandpaper surfaces, and other sound-making toys on the table for pupils to handle when they enter the room in the morning. Have them listen to the different sounds that the different objects make. Distribute books and check the page number by counting as on previous days.)

Developmental activities. This morning you were having fun making different noises. We are going to play a game.

Close your eyes and listen carefully. (Rub the two sandpaper blocks together.) What did you hear? (Allow the child who gives the correct answer to make the next sound while the others have their eyes closed.)

Today we will use our eyes and our ears. The title says *Look*. Look at the title and read it, Carl. Now look at the picture of the mittens. How many mittens do you see? Two mittens make a ———? Yes, a pair means two. What is happening in the big picture? (Allow several minutes for discussion.)

Close your eyes and listen while I say *mittens*. (Say it again and ask pupils to listen to the way it begins.) When you were talking about the other picture, I heard Tommy say the name of something else that begins with the same humming sound with which *mittens* begins. *Man* begins like *mittens*. Say *man* and *mittens* with me. Think of the way they begin. Say them to yourself. Look at the large picture. What else can you see that begins with the same sound? Try it this way, *mittens*, *counter*. No, those words do not begin with the same sound. *Mittens*, *milk*. Do they begin with the same sound? Can you find something else in the picture whose name begins with the same sound as *mittens*? (Money, monkey, moustache) Who can name all the things that begin with the same sound as *mittens*?

Look at the picture of the bed. Say *bed* to yourself several times. Do you hear how it begins? What is happening in the large picture? (Allow time for discussion.) I heard you say several things that begin with the same sound as *bed*. What were they? (Birds, boys, ball, bat, belt) Be sure you test your words before you tell us.

Independent activities. Take your pencils. Start with the mittens and draw a line to something else in the big picture that begins with the same sound. Now go ahead and draw a line from the mittens to each thing that begins with the same sound. (Allow time for this to be completed before going on to the lower part of the page.) Draw a line from the bed to each of the other things in that picture which begins with the same sound.

Appraisal. Bring your books one at a time, and I will see how well you have used your eyes and ears. (Question pupils

who have made errors to determine whether the error was made because of inability to hear or from lack of experience with this particular type of activity.)

Diagnosis of Pupil Responses

1. Which pupils have difficulty in noting likenesses and differences in beginning sounds, due to lack of experience in listening?
2. Which pupils give evidences of hearing deficiencies?

Further Developmental Activities

1. **Hearing difficulties.** See Unit 28, *Here We Go*, for suggestions for procedure with those pupils who give evidences of hearing handicaps.

2. **Charts.** Find or draw a picture of some mittens, and paste it at the top of a large piece of oaktag. Have the children find and bring other pictures of objects that begin with the same sound. Make another chart with the picture of a bed at the top.

3. **Game.** One child starts the game by saying, "I am thinking of something that begins with the same sound as *mittens*." The other players ask, "Is it meat? Is it mountains?" etc., until someone guesses the right object. At first, the charts will give clues to the words to be used, but before long the pupils will think of other objects in their environment.

4. **Listening at home.** Encourage pupils to listen to sounds at home: the bubbling of boiling water, the swish of the broom, the whirr of the egg-beater, the swish of water coming from a faucet, etc.

UNIT 22

Look Again (page 29)

The major factors with which this unit is concerned, and the developmental activities are similar to those given for Unit 21. This page introduces two new beginning consonant sounds, (*c*, *h*). Be careful that in the emphasis on sounds,

the picture interpretation does not degenerate into mere naming of objects.

Start two new charts and continue to add appropriate pictures to the first two charts. As the charts grow, the pupils may gain practice in listening by competing against a partner in pointing to the correct chart when the name of an object is called.

UNIT 23

Look and See (page 30)

The major factors with which this unit is concerned, the procedure, and the developmental activities are similar to those given for Unit 21. This page introduces two new beginning consonant sounds (*s*, *r*). *Other beginning consonant sounds should be introduced in the same way on succeeding days.*

Start a new chart for each new beginning sound. Have pupils bring in the pictures to be used.

Play "Come to My House" for practice in listening and matching sounds. The leader says, "I have a bed in my house. You may visit me if you first tell me something else that begins with the same sound as *bed*." The players "visit" by coming to the front of the group and standing close to the leader. The first visitor becomes the leader when the game is repeated.

UNIT 24

Something to Do (page 31)

Something More to Do (page 32)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to interpret pictures
2. His ability to follow a series of events and retell them in the order of their occurrence
3. His ability to make use of the information he acquires

Procedure

Preparation. I have noticed that you like to make things for yourself. Today our book tells us a story about some children who made something for themselves. They had to have tools to work with. What do you know about using tools? Tell us something to do with scissors, Beverly. Tell us something to do with a hammer, Jack. (Give each child an opportunity to tell the use of some tool before he gets his book. Distribute books and check the page number by counting as on previous days.)

Developmental activities. Our title says *Something to Do*. As we read the pictures, we will find what the children did. Then maybe we can do it, too.

Picture 1. Whom do you see in the first picture? Where are they going? What are they carrying? They look just the way Carl and Sandra did this morning when they brought their magazines to school. Who is ready with a good story about the picture?

Picture 2. Were you right when you said that the children were going to school? What are they doing now? Why do you suppose they are doing that?

Picture 3. Look at those children now. What tools are they going to use? What are they going to do with them? Where are they going to work?

Picture 4. Tell us about this picture. Make us know how busy everyone is. What do you think the children are making?

Picture 5. The story isn't finished. Turn the page and see what the children are making. Look at the first picture. What do you suppose the children have done with all their pages of pictures?

Picture 6. Now when I see what the children are doing, it makes me think that the scrapbook is all finished. Do you feel that way? Why?

Picture 7. What are the children doing now? What do you suppose is so interesting on that page?

Picture 8. How will the scrapbook be used, now that it is finished? Do you think that is a good way to share a book that everyone has helped to make?

Let's go back to the beginning and tell the whole story. You may tell the part that goes with the first picture, Virginia. Then call on someone else to go on with it. See how interesting you can make your story. Remember you have an audience that wants to hear what you say.

Diagnosis of Pupil Responses

1. Which pupils are gaining confidence in their ability to talk to a group and to express their own ideas?
2. Which pupils are growing in ability to interpret pictures and to remember a series of events?

Further Developmental Activities

1. **Scrapbook.** Have the pupils follow the steps outlined in the pictures and make a scrapbook of their own. All the pictures on a page may illustrate objects that begin with the same consonant sound.
2. **Pantomimes.** Have each child show in pantomime how to do some simple work, for example, sweeping the floor. The others may guess the activity represented. This exercise will give opportunity for interpretation of gestures and facial expressions.

UNIT 25

Rhymes (page 33)

Major Factors with Which This Unit Is Concerned

1. Auditory discrimination; the pupil's ability to identify words that rhyme
2. His ability to interpret the meaning of pictures

Procedure

Preparation. Let's see how well you can use your ears.

Old Mother *Hubbard*
Went to the *cupboard*

Did you hear the two words which sound almost alike?
What were they? Listen again.

Hickory, dickory, *dock*
The mouse ran up the *clock*

Which words were almost alike? Because *dock* and *clock* sound so much alike, we say that they rhyme. Listen again.

To market, to market
To buy a fat *pig*.
Home, again, home again,
Jiggety, *jig*.

Which words rhyme? (Continue until each child has had sufficient practice to enable him to select rhyming words.)

I see something Sandra is wearing that rhymes with *box*. Can you see it? Yes, *socks* and *box* sound almost alike. They rhyme. Paul is wearing something that rhymes with *goat*. What is it? Good for you. *Coat* is right.

Developmental activities. Today you may get your book if you can tell me which two of the words I will say are words that rhyme. (Give each pupil an opportunity.)

box, fox, top
house, come, mouse
ball, fall, drum
this, hop, top, etc.

(Find the page number by counting as on previous days. Take time for free discussion of the pictures. See if anyone notices the two Mother Goose rhymes that are pictured.)

The title says *Rhymes*. I think you will find eight rhymes on this page, so that is certainly a good title. Look at the first picture. What do you see? Why do you think the line is drawn from the boat to the coat Jerry is holding? That was good thinking, Tommy. *Boat* and *coat* are rhyming words. Look at the next pair of pictures. Can you find something which rhymes with *mouse*? That is right. *Mouse* and *house* do rhyme. (Continue until all the rhymes have been identified.)

Independent activities. Trace the broken line from the boat to the coat with your pencil. Now go ahead and mark the other rhyming words in the same way.

boat, coat
mouse, house
ball, wall
horn, corn

train, rain
cat, hat
moon, spoon
pail, mail

Appraisal. Bring your books to me one at a time. When you hand me a book, whisper a word to me that rhymes with cat.

Diagnosis of Pupil Responses

1. Which pupils have difficulty in noting likenesses and differences in the sounds of words, due to lack of experiences in listening?
2. Which pupils have difficulty because of their inability to interpret pictures?

Further Developmental Activities

Use every opportunity that arises in the school day to call attention to words that rhyme. Make up rhymes for pupils to complete.

UNIT 26

More Rhymes (page 34)

The major factors with which this unit is concerned, the procedure, and the developmental activities are similar to those given for Unit 25. The objects to be connected are:

bed, sled
boys, toys
cake, rake
box, fox

pump, hump
can, man
lock, clock
men, hen

UNIT 27

We Want to Know (page 35)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to interpret the meaning of pictures
2. His attitude toward reading; his interest in word forms and what they mean

Procedure

Preparation. Sometimes a picture doesn't tell us all we want to know. We have to do something else. We are going to find out what that something else is when we use our books this morning. (Distribute books and find the page number by counting as on previous days. Allow time for discussion of the pictures.)

Developmental activities. The title says *We Want to Know*. We will see why this page has that title before we have finished. Look at the first picture and read it for us, Paul. What will Jerry buy? You can only guess what it will be by looking at the picture. How do you think we could really find out? I think Ann is right. We could read the words under the picture. The words say, "Jerry will buy a lollipop." Now we know, don't we? Put your marker under those words while I read them again. (Note comment in Unit 4, *Here We Go*, on the use of markers.)

Read the next picture with your eyes. See if you can answer this question: *What did Jerry buy?* Can you answer the question? Then what must we do to find out? Yes, put your marker under the sentence as I read. *Jerry bought a new coat.* Study the next picture to see if you can answer this question: *What does Alice want?* Does the picture answer the question? Put your marker under the sentence while I read the answer to the question. (Continue with the other pictures in the same manner, using these questions: *For what is Alice looking? What is in the bag? What is Jerry planting?*) Sometimes the pictures will not tell us all that we want to know. Then we need to read words, too. Some day you can do that for yourselves. Won't that be fun?

Diagnosis of Pupil Responses

1. Which pupils grasp the idea that pictures do not always give the desired information?
2. Which pupils show increased interest in word forms and their meanings?
3. Which pupils need help in understanding that it is necessary to see all the words being read? (Sometimes at this stage

of readiness, children think it unnecessary to keep their markers entirely under the words.)

Further Developmental Activities

Add a new picture to the Helpers' Chart suggested in Unit 8. Perhaps the picture of a chair might be used. The pupils may be asked what job is to be done by the pupil whose name is posted beside that picture. One will guess: "Straighten the chairs," another, "Dust the chairs," etc. Show that the addition of a specific word makes it possible for the reader to know just what is wanted. This might be a good time to add short sentences to each of the pictures that represent the daily jobs to be done.

Make use of every opportunity in the daily activities to call attention to the necessity for reading. Stimulate children to ask, "What does that say?"

UNIT 28

We Need to Read (page 36)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to interpret the meaning of pictures
2. His attitude toward reading; his interest in word forms and their meanings

Procedure

Preparation. Yesterday we found out that pictures do not always tell us all that we want to know. We found out that it was important to be able to read words as well as pictures. (Distribute books and find the page number by counting as on previous days. Allow time for looking at the pictures.)

Developmental activities. This page shows some times when it is important to be able to read words. The title says *We Need to Read*. What do we need to read in the first picture? Who knows what the sign says? When you learn how to

read, you will know that this sign says *Stop*. Why is it important to be able to read that sign?

Picture 2. What do you need to be able to read in the next picture in Row 1? Why do we need to be able to read signs like that? That sign says *For Mother*.

Picture 3. What do you need to be able to read in the next picture? Yes, that sign says *Please Keep Off*. Is it important to be able to read that kind of sign?

Picture 4. Look at that sign. What do you think it says? I'll read it for you. It says *For Rent*. Do you think it is a good thing to be able to read that kind of sign?

Picture 5. Why does the man in this picture need to be able to read the sign he is looking toward? That sign says *Main Street*.

Picture 6. Why do you need to be able to read the sign on that toy store? The sign says *Big Sale Today*. What signs do you see on your way to school? Can you read them? Ask about them. Then you will soon be able to read what they say. Won't you be happy when you can do that?

Diagnosis of Pupil Responses

1. Which pupils are showing increased interest in word forms and their meanings?
2. Which pupils are growing in ability to see likenesses and differences in word forms?
3. Which pupils are expressing a desire to be able to read?

Further Developmental Activities

An excursion through the immediate neighborhood of the school will reveal many signs to be read. Make the most of all opportunities to get pupils interested in learning to read.

This page may be used to give further practice in hearing beginning sounds, as "I see something in the first picture that starts like *cat* (*car*). There is something in the next picture that starts like *bed* (*box*)," etc. This page might also be used for practice in following directions for coloring parts of each picture.

UNIT 29

Alice and Jerry (pages 37-38)

Major Factors with Which This Unit Is Concerned

1. The pupil's ability to note likenesses and differences in word forms
2. His ability to associate meaning with symbols
3. His eye-hand co-ordination

Procedure

Preparation. How would you like to learn to read some names besides your own today? (Distribute books and find the page number by counting from 30.) Whom do you see on this page? (Point to Alice's picture.) Right under Alice's picture you will find her name. Let's write her name with our pencils. Remember to start at the left. When you have finished look up at me. I am writing someone's name on the board. Show me with your eyes when you know what the name says. (Write *Alice*.) Good for you. (Continue to write *Alice* several times, interspersing it with the name of some other child.) Now write Jerry's name with your pencil. It doesn't start like Alice's name, does it? Do you notice that Jerry's name has two twin letters in it? Be sure to start at the left and follow the broken lines carefully. When you are through, show me with your eyes. (Write *Jerry* on the board several times, erasing each time after it has been read. Then write *Alice* and *Jerry* each several times and leave the names on the board when they have been read.) Who will draw a red line under each name that says *Alice*? Read the name to us before you draw the line. Tommy, draw a blue line under each name that says *Jerry*. Be sure to read the name for us. Isn't reading fun?

Developmental activities. We were in such a hurry to read and write the names that we didn't read the title. Maybe you can read the title. Yes, the title is *Alice and Jerry*. And here are some paper dolls that look like Alice and Jerry. Shall we make the dolls now? (Have the page cut from the book on the heavy black line and put the books away.)

Suppose we color the dolls before we cut them out. Alice is a little girl who has yellow hair. It is the same color as Virginia's. Take your yellow crayon and color Alice's yellow hair very carefully. Jerry's hair is brown. Do you notice that Jerry's hair is curly? You can make your coloring look curly by making your crayon go round and round in little circles. Straight and curly are very different. So we say straight and curly are opposites.

Alice and Jerry like to play in the sunshine. Their skin is a sunny color. If you use your orange crayon, very, very lightly, you can make their faces and necks and arms and legs look sunny, just as they really are.

Alice's socks are red. Jerry's socks are yellow. Color them carefully. Jerry has brown shoes. Color his shoes. Think what color their underwear is. Do you want to color that?

When we have finished making our dolls, we want them to stand up. So we will leave their names fastened to them when we cut. (Have pupils cut the dolls apart, then cut out each doll individually. Walk about among the group and give whatever help is necessary to those pupils with poor muscular co-ordination. Give each child two pieces of cardboard on which to paste his dolls. Have each child put his dolls side by side in a fold of clean paper. Then put them under weights to dry. When dolls are dry, they may be cut out again and the standards folded back so that they will stand.)

Diagnosis of Pupil Responses

1. Which pupils show growth in ability to follow directions?
2. Which pupils show growth in muscular co-ordination?
3. Which pupils show growth in ability to recognize the form and meaning of words?
4. Which pupils can associate colors with the color names?

Further Developmental Activities

Children who fail to see likenesses and differences in word forms should be given many more activities similar to those suggested under *Preparation* in this unit.

UNIT 30

Colors (pages 39-40)

Major Factors with Which This Unit Is Concerned

1. Visual discrimination; the pupil's ability to see likenesses and differences in word forms
2. His ability to associate meaning with symbols
3. His ability to identify colors
4. His ability to follow directions

Procedure

Preparation. (Return the character dolls to their owners.) Our dolls need some clothes to wear when we play with them. There is a whole page in our books that shows clothes for the dolls that look like Alice and Jerry. When we do that page, we will have another chance to learn to read some new words. (Have the words *Alice* and *Jerry* written on the board enough times so that each pupil may have an opportunity to read one name.) Before you get your book today, you may read one of these names for us. (Choose the pupils who need the least practice first.) Paul, come to the board and show us a name that says *Alice*. Do it this way. (Show how to frame the word, using both hands.) Now send that word away with your eraser. (Continue until each pupil has had a turn. If a pupil has difficulty, write the designated word in another place on the board and have him trace it with his finger. Later see that he has another turn to find the word, so that he may feel successful. Have pupils find the page number in their books by counting from 30.)

Developmental activities. The title of this page is *Colors*. Frame the title and read it for us, Tommy. What do you think of when you hear the word *Colors*? Yes, I think of red and blue, too. What else do you think of? Look around the room and find some help. (If few colors are named, give help through leading questions.) I do not see any colors on this page, but I know what colors to put there because I can read the words. Maybe some of you know some of the color

words, too. (It may be that some children have become interested enough in word forms so that they have acquired a knowledge of color names without directed teaching. Check to see.)

Look at the word under the first box. It says *red*. Hold up your red crayon. (Check to see whether each child has chosen the right color.) Make a frame on the line around the first box; then color the inside of the box red. Look over the rest of the page. Look carefully now. Can you find any other place where you see the word *red*? Frame the word with your fingers, and I'll come to see it. I will touch you on the shoulder if you have found the right word. (Continue in the same way for the other two boxes.)

Now look at the word under Jerry's suit. What does it say? Match it with the same word at the top of the page. Then you will know. Yes, the word says *yellow*. So take your yellow crayon and color Jerry's suit yellow. (Continue in the same way for each of the other items to be colored. Have pupils find the little doll for Alice to hold. Discuss the idea that only the doll's sun suit is to be colored blue. Let them find the dress for this doll and color it.)

Now the clothes are all colored. Are they ready for the Alice and Jerry dolls to wear? You're right. They must be cut out first. (As each article of clothing is cut, try it on the doll. Show how to use the tabs if the pupils are not familiar with their use.)

Diagnosis of Pupil Responses

1. Which pupils show growth in ability to recognize word forms and to attach meaning to symbols?
2. Which pupils show growth in ability to follow directions?
3. Which pupils show growth in muscular co-ordination?

Further Developmental Activities

For pupils who had difficulty in recognizing color words, activities similar to those suggested under Developmental Activities above should be continued.

UNIT 31

Count (page 41)

Major Factors with Which This Unit Is Concerned

1. Vocabulary ; the pupil's number concept development
2. His ability to note likenesses and differences in word forms and to associate meaning with symbols
3. His ability to associate different types of experience with word forms

Procedure

Preparation. (Have objects on the table arranged in groups of two or three. Have single objects also. All objects in a group should not be identical in all cases. Play a game, such as, "I am thinking of a group that shows three." When some pupil has found the right group, he becomes the leader to choose a group showing a different number.) As you come up to get your books, bring me the number of pencils I ask you for. Bring me two pencils, Paul. (Continue in the same way. Have pupils find the page number by counting from 39.)

Developmental activities. Today we will learn to read some new words. The title says *Count*. If you count the number of toys in each picture, you will know what each word says. Look at the first picture. How many toys do you see? Yes, just one. So the word under the jack-in-the-box says *one*. Take a good look at the word *one* so that you will know it the next time you see it. See if you can find *one* any place else on this page. Frame it with your fingers. (Check to see that every child has found the word *one*.) Let's write the word *one*. There is one doll and this word (point) says *one*. (Proceed in the same way for the words *two* and *three*. Always call attention to the idea that the meaning of the number word is the number of items shown in the accompanying picture.)

Keep your books open so that you can look at them. I am going to write some words on the board. If you do not know what the word says, you can find out by matching it with the same word in your books. (Write *two* on the board.) Bring me this many things from the table, Virginia. (Continue to write number words on the board until each child has had a turn to interpret the meaning of one word by bringing the correct number of objects. If any child cannot recognize the number on the board, have him match it with the same word in his book. Continue until recognition has become fairly automatic.)

Diagnosis of Pupil Responses

1. Which pupils show growth in number concepts as shown by their understanding of the meaning of *one, two, three*?
2. Which pupils can recognize groups of two or three without counting?
3. Which pupils show growth in ability to recognize word forms and their meanings?

Further Developmental Activities

1. **Number chart.** Make a number chart showing the words *one, two, three*, and the correct number of objects after each. Add a new number as soon as recognition of previous numbers has become automatic.
2. **Number groups.** Give pupils a number of small squares or circles made of paper. As you write a number word on the board have them lay that many squares or circles on a large piece of paper. See how many different arrangements of *two* and *three* can be made. Have squares and circles pasted on the large paper. Use the papers to teach pupils to recognize the number in a group without counting. Continue with *four* and *five* when *one, two*, and *three* have become automatic.

UNIT 32

How Many? (page 42)

Major Factors with Which This Unit Is Concerned

1. The pupil's background of number concepts
2. His ability to recognize the form and meaning of certain number words
3. His ability to follow directions

Procedure

Preparation. Yesterday we learned some new words. Let's see if you know them today. (Use word cards for *one*, *two*, *three*. As you hold up a card, have an individual pupil tell the word and demonstrate its meaning through the use of objects.) You know these words so well that I am sure you can do the next page in your book easily. (Distribute books in the usual way and have pupils check the page number by counting from 30 or 39.)

Developmental activities. Look at the title. It says *How Many?* You will have a chance to show how many children there are on this page. Count the children in the first picture. How many do you see? Yes, three. Now read the words that are in the same row as the picture. Find the word that tells *three* and draw a line around the word. Do it this way. (Illustrate on the board.) Each of these children would like a ball to play with. If each child had a ball, how many balls would that be? Yes, *three*, just what the word says. Make three balls in the box to the right. (Proceed in the same way for each of the other pictures. Have the pupils make a jumping rope for the child in the second picture and a top for each child in the third picture.)

Diagnosis of Pupil Responses

1. Which pupils show increasing readiness for reading by their ability to remember word forms and their meanings without difficulty?
2. Which pupils can reproduce the meanings of words in pictures?

Further Developmental Activities

1. **Game.** The children line up in a straight line facing the leader, who holds up a number card to each pupil in turn. The pupil reads the card and can then take that many steps toward the goal.

2. **Kinesthetic approach.** Give pupils who have difficulty in recognizing word forms ample opportunity to trace words and then illustrate their meanings.

3. **Use of number cards.** Use the number cards as often as possible in the activities of the day, i.e., "This many pupils are sick today." Hold up a card with the number or the number word printed on it.

UNIT 33

Come and See (page 43)

Major Factors with Which This Unit Is Concerned

1. Visual discrimination; the pupil's ability to see likenesses and differences in word forms
2. His ability to associate meaning with symbols

Procedure

Preparation. Today we will have some words that we know and some words that we have not seen before. Let me see if you remember these names. (Write *Alice* and *Jerry* on the board several times and have them read. Have pupils check the page number in their books by counting from 39.)

Developmental activities. Look at the first picture. Whom do you see? Yes, it is Alice. You may write her name beside her picture. Look at the next picture. Whose name do you see next to that picture? Write Jerry's name.

In the next picture Jerry's mother has told him to *come*. So that is what he will do, *come*. And that is what the word says, *Come*. I am going to tell Carl to come. (Write *Come* on the board and have Carl come to the front of the group.) Now, Virginia, you do this. (Write *Come* again.) How did you know

you were to *come*, Virginia? Yes, the word told you to come. When you know what the word says, then you are reading. Write the word *Come* in your books.

In the last picture Alice wants Jerry to see something interesting up in the tree. So she points and says, "See." That is what the word says, too. It says *See*. Write the word *See*. What can you see from the window, Carl? What do you think Alice can see in that tree?

Independent activities. Now we are ready to start the hard part of this page. (The group should be separated.) Look at the top row again. First you see the picture of Alice, then you see her name, and last of all you see some words. Look at those words. Can you find a word that says *Alice*? Draw a line around it this way. (Illustrate by drawing a line around the word *Alice* on the board.) Can you find another word that says *Alice*? Draw a line around each of the words in Alice's row that says *Alice*.

Now look at Jerry's row. Find all the words that say *Jerry* in that row and draw a line around them.

The word in the next row says *Come*. Look at the words at the end of the row and draw a line around each word that says *Come*. The word in the last row says *See*. Find the other words in that row that say *See* and draw a line around them.

Appraisal. (Watch as the pupils are marking the words to see which pupils appear to know the words without matching, which pupils are matching the words, and which ones, if any, are marking words indiscriminately. Check books individually and ask each pupil to read the two new words. Before the books are put away, call attention to the page title. Tell pupils that there is one word there they may not know, It is *and*. Have them frame the word and then see if anyone in the group can read the title.)

Diagnosis of Pupil Responses

1. Which pupils show increased readiness for reading by their ability to remember word forms and their meanings without difficulty?

2. Which pupils show growth in their ability to match word forms and to understand their meanings?

3. Which pupils show increased readiness for reading by their interest in word forms and what they say?

Further Developmental Activities

1. **Game.** "Surprise." Place word cards for *Alice, Jerry, one, two, three, Come, See*, on the chalk rail, blank side up. Have individual pupils pick up a "surprise" and tell what the word says.

2. **Kinesthetic approach.** Continue to emphasize the tracing of words with all pupils who have difficulty in word recognition. Do not give these particular pupils too many different words until their ability to see likenesses and differences in word forms and to remember a few key words has been well established.

UNIT 34

Remember (page 44)

Major Factors with Which This Unit Is Concerned

1. Visual discrimination; the pupil's ability to note likenesses and differences in word forms

2. Word learning; his ability to remember the form and meaning of words

Procedure

Preparation. Paul, get this many books from the bookcase. (Write the word *one* on the board.) Virginia, get this many books. (Write *three*.) Carl, get this many. (Write *two*.) How did you know how many to get? Good for you! You are beginning to know what words mean. That shows that you are learning to read. (Write the words *Alice, Jerry, Come, See*. Have the pupils read the words as you write them. When all the

words are on the board, check the mastery of meanings in the following ways.) Draw a line under the boy's name and read it for us. Where is the girl's name? Which word tells what you want to do when I hold up a picture? (*See*) Do what this word tells you to do. (*Come*) (Distribute books as usual and find the page number by counting from 40.)

Developmental activities. Today we will play a remembering game. Probably that is why this page is called *Remember*. (Allow a minute or two for pupils to note that this page has no pictures and that the words are familiar ones. Give each pupil a card one by two inches.)

Independent activities. Look at the first word under the title. Take a good look and be sure to remember it. Put your card on that word so that none of it shows. Now find a word in that same line that looks just like the word you remember. Draw a red line around the word you find. Now pick up the card. Did you remember the right word? (Check quickly as you go around the group. Discourage any attempt to change the mark.)

Now you will have another chance to try. Look at the first word in the next line. Frame it with your hands. Take a good look and remember what it says. Now cover it and find the one that looks the same and says the same thing. Draw a red line around it. (Continue row by row in the same way.)

Appraisal. When you bring your books to me today, you may take one of the cards from this chair and read it to the next child who comes. (Use all words learned thus far. Check books individually. In case of error, hold up the word card which the child did not remember. Have him match it with the same word in his book. Try to determine whether error was due to carelessness or to inability to remember word forms.)

Diagnosis of Pupil Responses

Which pupils give evidence of readiness for reading by their ability to remember the appearance of words?

Further Developmental Activities

Many more experiences similar to this may be necessary with pupils in slow groups. Sets of word cards to be matched may be used. Make use of every opportunity to have such children point out likenesses and differences in word forms.

Children who show little progress should be studied further to see what physical, mental, or emotional barriers stand in the way of their progress.

UNIT 35

On the Farm (pages 45-48)

Major Factors with Which This Unit Is Concerned

1. The pupil's attitude toward reading
2. His ability to note likenesses and differences in word forms
3. His ability to use picture clues to meaning

Procedure

Preparation. The rest of our book is a story about Alice and Jerry. I think you can read the whole story. (Pass a word card to each child.) As you come to get your book, you may read your card and place it on this chair. Walter may count the boys and girls to find out how many know their cards. (When books have been distributed, check the page number by counting from 40.)

Developmental activities. Alice and Jerry have gone to the farm for a visit. They are having fun, and we will read about their good times. The title says *On the Farm*. Read the title for us, Carl. (Have several pupils read the title.) What is there in the picture that makes you think of the farm? Whom do you see in the picture? There are words under the picture

to tell everyone who those children are. The words say ————. Good for you! You knew the little word *and*. Put your marker under the words while Ann reads them again. (Give each pupil an opportunity to read. Watch the use of markers and the pupil's attention to the words as he reads.)

Let's go on to another part of the story. This is page 45. What page will come next? Turn to page 46. What a good time Alice and Jerry are having now! (Allow time for discussion of the pictures.) Look at the first picture. Jerry is talking to Alice. He wants her to see something, and you can find out what it is if you look at the little picture that is at the end of the sentence. What does he want her to see? Yes, he wants her to see the rabbits. The sentence says, "See the rabbits." Put your markers under the sentence while Sandra reads it for us. (Give several more children the opportunity to read.)

The next picture shows a mother hen and her chicks. Baby chickens are called chicks. Then what does the picture at the end of the sentence show? Yes, chicks. And the sentence says ————. Good for Beverly! She could read the sentence without any help. (Have several children read the sentence. Be sure that the rebus is identified as *chicks*.) Who will read the sentence under the first picture and make Jerry talk? Who will read the sentence under the second picture and make it sound like Alice? Who wants to read the whole page?

What page will come after page 46? Do you think we can read page 47, too? What are Alice and Jerry looking at in the first picture? What is the little picture at the end of the sentence about? A calf, of course. Then I am sure Paul can read the sentence under the first picture. (Have several pupils read.)

Jerry is talking in the second picture. What have Alice and Jerry found to play with now? Yes, a mother cat and her kittens. They like the cat, but I am sure they like the kittens best. What does the little picture at the end of the sentence show? Kittens, of course. Then who can read what Jerry

says? Yes, that sentence says, "See the kittens." Who will read what Alice says in the upper picture? Who will read what Jerry says in the second picture? Who will read the page?

How many more pages are there in our books? Do you think we can read the last page? What number comes after 47? What will the number of the last page be? What are Alice and Jerry looking at now? Yes, a colt. Remember a baby horse is a colt. What has Alice stopped to do? She doesn't walk as fast as Jerry. He is in a hurry for her to see the colt. He calls to her to come. He says ————. Put your markers under the first sentence, and I think you can tell us what he says. Read it, Ann. (Have several children read.) Put your markers under the last sentence. What is in the picture at the end of this sentence? Yes, a colt. Now you can read it, Russell. Who can read all that Jerry says? (Have several pupils read.)

Turn back to page 46. Let's play "Follow the Leader" and have one child read each page. Ann may begin. Is there anyone who thinks he can read the whole story?

Diagnosis of Pupil Responses

When the Developmental Reading Readiness Book, *Over the Wall*, has been completed, each pupil's development and his readiness for reading should be judged in the light of the following considerations:

1. Which pupils have achieved the attitude of emotional well-being founded upon worth-while accomplishment?
2. Which pupils have a well established concept that reading involves the ability to get meaning from pictures and words?
3. Which pupils have a background of experiences both literary and factual upon which a successful beginning in reading can be based?
4. Which pupils have a meaningful vocabulary commensurate with their experiences?

5. Which pupils have ability in oral expression adequate for beginning reading?
6. Which pupils show readiness for reading in their ability to note likenesses and differences in word forms?
7. Which pupils show readiness for reading in their ability to associate meaning with symbols?
8. Which pupils have well established habits of left-to-right progression?
9. Which pupils show readiness for reading by their ability to remember word forms?
10. Which pupils need further development in any of these attitudes and abilities? What are their specific weaknesses?

Further Program for Reading Readiness Groups

Upon the completion of *Over the Wall*, give each pupil the First Year Readiness Test—II. (This test is furnished free of charge to all schools using *Over the Wall* basically.)

All pupils whose scores on this test place them in the average group or above should proceed at once with the **Program for Average Groups** outlined in the *Preprimer Guidebook for Teachers* for THE ALICE AND JERRY BASIC READERS.

Pupils whose scores on this test place them in the low groups should be given the **Program for Immature Groups** outlined in the same *Guidebook*.

PART FOUR

Reading Readiness Textfilms

I Live in the City; I Live in the Country
Away We Go (Transportation)
Animals to Know

Attention

Textfilms are not intended to be shown all at once. Several frames are all that can profitably be shown at one sitting.

Purpose

These Textfilms are intended for use with reading readiness groups in first grade. Those frames should be used at a given time which extend and enrich the experiences that the children are having in particular units of the Reading Readiness Guidebook.

Advantages of Use

In cases where children have had a meager background of experience with either city or country life, nothing can take the place of the actual experiences which a modern school furnishes through well-planned excursions. It is not intended that these Textfilms shall ever replace such excursions. But used in conjunction with them, the Textfilms have these advantages to offer:

1. Pictures generate the impulse to talk on the part of children. This impulse, rightly directed, can lead to desirable oral language development.

2. The Textfilm offers an important method for reviewing actual experiences for the purpose of clarifying meanings, clinching information, and extending and enriching vocabulary.

3. Textfilms can "fill out the gaps" and present certain phases of experience which it was not possible to have on a given excursion.

4. Clear concepts of words to be used in later reading can be built up through the use of Textfilms.

5. In cases where actual experiences are impossible, the Textfilm can present experience vicariously.

6. The Textfilm is always at hand to be used over and over again whenever review or recall is necessary.

Use of Text on Textfilm

The text on the Textfilm is to be read by the teacher as each picture is shown. It is not intended to be read by children. Its purpose is to call attention to the most dramatic incident in the picture and to stimulate free oral discussion. There will be many other things in each frame to which teachers will want to call attention. A few of these additional details are listed below.

Textfilm—I Live in the City

(Items to which attention should be directed)

- Frame 1. Discuss the meaning of the term "apartment building."
- Frame 2. City children live in houses and go to school just as small town and country children do.
- Frame 3. Call attention to details of uniform. Make clear the meaning of traffic.
- Frame 4. Note indications of traffic. Discuss helpfulness of traffic policemen, necessity for traffic rules, and indications of the following out of the rules in the picture.
- Frame 5. Discuss details of summer uniform, what makes a motorcycle go, reason for the name, and places where motorcycles are used besides the city.
- Frame 6. Call attention to details of uniform, and the saddle, stirrups, bridle, etc. on horse. Have children suggest the probable conversation which is going on.
- Frame 7. Call attention to the sign SCHOOL BUS. Where else are there special school busses besides in the city?

- Frame 8. Discuss school patrols, their duties, and why they are helpful. Find one way in the picture in which they are helpful.
- Frame 9. How many different types of apparatus can be seen? Have each child tell about the thing he would like best to do.
- Frame 10. Call attention to the size of the school and the large number of children.
- Frame 11. Discuss the meaning of "lane," how the lanes are marked off, and who does it.
- Frame 12. Discuss the newsstand and the different things which are sold there. Find other signs of the city—traffic policemen, street lights, street signs, etc.
- Frame 13. What is the man who runs the streetcar called?
- Frame 14. What two signs of the city can be seen? (Tall buildings, numbers of parked cars)
- Frame 15. How many of children's fathers work in offices? Note desk phone, fountain pen.
- Frame 16. Discuss the meaning of furniture, what is being made, and where the wood for furniture comes from.
- Frame 17. Call attention to the large number of men necessary to run a factory. How many of the children's fathers work in factories?
- Frame 18. Direct attention to the size of the machinery a man can run and to the necessity for safety rules. Note details such as the baskets, the skylights.
- Frame 19. Note the milkman's uniform. What else has he to sell besides milk?
- Frame 20. Discuss the uniform and bag. Note the slot in the door instead of a mailbox.
- Frame 21. Direct attention to size of market. Identify scales. Discuss the title for men who work in meat markets, their uniforms and the reason for them.
- Frame 22. Call attention to counter and scales. Have children identify as many things being sold as they can.

- Frame 23. Discuss the meaning of a department store and call attention to the size of the one shown. What other signs are there of a city?
- Frame 24. Why is the customer examining the goods she is buying? Direct attention to the sales book.
- Frame 25. Have children discover what this family is having for dinner.
- Frame 26. Discuss the right way of mailing a letter.
- Frame 27. Why is it necessary to collect garbage? Discuss what is done with garbage after it is collected. Is garbage collected only in cities?
- Frame 28. Discuss the reason for sprinkling streets. What else is done to keep them clean? How are the streets where the children live kept clean?
- Frame 29. Discuss all the details on the desk—the rubber stamp, the child signing for a card, etc. Discuss the correct name for the person who has charge of a library.
- Frame 30. Direct attention to the firemen's uniforms. Discuss the reason for calling this piece of equipment the "hook-and-ladder," and how the ladders are raised.
- Frame 31. Direct attention to details of the uniform and reasons for the rubber coat.
- Frame 32. Call attention to the use of the ax. Discuss the danger of fire and what to do in case of fire at home or in school.
- Frame 33. What help will the mounted policeman be? Direct attention to the size of the fire as shown by the smoke. Why are firemen sprinkling the building which is not on fire?
- Frame 34. Have children decide how many movies are shown. Note other signs of the city — streetcars, elevated, etc.
- Frame 35. Discuss experiences with elevators and reasons for having them.
- Frame 36. Have children tell of their experiences looking down from airplanes or other high places.

- Frame 37. Have children compare this way of spending an evening with the way they spend evenings at home.
- Frame 38. How does a city church differ from one in a smaller town?
- Frame 39. Direct attention to the policemen taking down records. Note the gong on the ambulance and discuss its use. Emphasize the term "ambulance."
- Frame 40. Discuss why hospitals are good to have.
- Frame 41. Discuss the uniforms of the doctor and the nurse and the reason for them. Call attention to the fact that the doctor is taking the patient's pulse.
- Frame 42. Have children identify as many things as they can which are being taken on the picnic. Why would city people especially enjoy picnics?
- Frame 43. Discuss picnics which the children have had.
- Frame 44. Have children tell of their swimming experiences. Discuss the reason for beach umbrellas. Discuss the boardwalk and the reason for lifeguards.
- Frame 45. Have pupils identify the Ferris wheel and tell of their own experiences at an amusement park.
- Frame 46. Identify the runways, the control tower, etc.
- Frame 47. Have children identify the animal and tell of other animals they have seen at the zoo.
- Frame 48. Have children tell of their own experiences skating.
- Frame 49. How could you tell that this was a big city?
- Frame 50. How does the city look different from the country or a small town at night?

Textfilm—I Live in the Country

(Items to which attention should be directed)

- Frame 1. Call attention to the shocks of grain. Bring out the idea that the grain may be oats or wheat from which oatmeal, wheat cereals, and bread come. The basket should suggest the farm garden.

- Frame 2. Identify cornfield, cattle barn, silo, tool shed. Connect corn cereals, corn bread, corn meal with the idea of corn.
- Frame 3. Explain meaning of the word "cattle." Identify the cows as Holstein cattle even though the word "Holstein" may not be remembered. Identify the lane and contrast the meaning of the word as used here and in the phrase "four-lane highway."
- Frame 4. Direct attention to the individual stalls, the salt, and the drinking cups.
- Frame 5. Call attention to the milking stool and the milk pail.
- Frame 6. Discuss the reason why milking machines are better than the old way of milking by hand.
- Frame 7. Establish the correct name for a young cow as "calf."
- Frame 8. Talk about the health value of drinking milk.
- Frame 9. Have children identify sheep, lambs, and shepherd. Stress use of the correct terminology for each.
- Frame 10. Call attention to the clippers. Stress the idea that clipping the wool does not hurt the sheep. Associate wool from sheep with woolen clothing.
- Frame 11. Have children count the eggs. Bring out the idea that when a mother hen sits on her eggs, she gets off once in a while for food and exercise. Hen may be identified as a Rhode Island Red even though term will not be remembered.
- Frame 12. Talk about what an incubator is. Bring out idea that the chicks under a mother hen will break the shell with their bills and look just the same as an incubator chick when they emerge.
- Frame 13. Discuss the meaning of the term "down" as applied to a baby chick. Note claws for scratching, bill for pecking.
- Frame 14. Identify the chickens as white leghorns. Direct attention to the nests, the feeders, the drinking fountain, and discuss kinds of chicken feed.
- Frame 15. Identify the rooster as a Plymouth Rock. Call

attention to comb and wattles. Discuss difference in the sound made by hens, chicks, and roosters.

Frame 16. Call attention to the habit of ducks of walking in a row. Discuss the value of ducks to a farmer.

Frame 17. Call attention to the meaning of the term "web-footed." Discuss again the meaning of the word "down." Note bills and breathing holes. Be sure to stress idea that baby ducks come from eggs.

Frame 18. Stress way to distinguish a duck from a goose by size and length of neck. Note web feet and proud stride. Talk about terms "goose — geese."

Frame 19. Stress the correct term "goslings." Have children count the geese, then the goslings. Be sure they understand that goslings come from eggs.

Frame 20. Discuss the reason for the term "turkey gobbler." Contrast size of tail with that of hen turkey in the next frame. Discuss value of turkeys to farmer.

Frame 21. Have children count baby turkeys. Establish the idea that baby turkeys come from eggs.

Frame 22. Let children tell of their own experiences with a turkey dinner.

Frame 23. Establish the correct use of the term "puppy" as a young dog. Have children count the puppies.

Frame 24. Direct attention to the long ears as one good way to distinguish a donkey.

Frame 25. Bring out the idea that a pony may be identified by its short legs. Call attention to different parts of the harness.

Frame 26. Let children discuss the mischievous antics of goats. Then direct attention to the value of goats' milk and the use of their skin for coats, gloves, etc.

Frame 27. Establish the correct use of the term "colt" as a young horse. Refer again to Frame 25 and note differences between colt and pony.

Frame 28. Discuss the work of horses on a farm other than the type of work shown in the picture.

Frame 29. Discuss the meaning of the word "hay." Locate the haymow and talk about fun in the hay. What

- value has hay for the farmer? Identify windmill and pump and discuss the purpose of a windmill.
- Frame 30. Identify the silo. What goes into it, how does it get there, and what is it used for?
- Frame 31. Identify the tractor and discuss several different ways in which it is used on the farm.
- Frame 32. Direct attention to the idea of corn husking. Talk about the uses of corn as food for farm animals.
- Frame 33. Identify silos and corncribs. Discuss reasons for air spaces in corncribs.
- Frame 34. Identify pig houses and contrast with cattle barn and chicken house. Have children try to count the baby pigs. Discuss the value of pigs to the farmer and the kind of meat which comes from pigs.
- Frame 35. Find the mailman's car. Talk about the rural mailbox and the use of the term "R.F.D." Note the flag and discuss its use.
- Frame 36. Discuss the difference between town school and country school.
- Frame 37. Stress the loveliness of the country with its trees and hills. Contrast the smallness of a country town with the bigness of a city.
- Frame 38. Contrast the size of buildings with those in a city.
- Frame 39. Contrast country church with city church.
- Frame 40. Discuss the homemade floating dock and what is meant by the term an "old swimming hole."
- Frame 41. Discuss the term "brook" or "creek." Direct attention to the homemade fishing poles.
- Frame 42. Have pupils identify as many vegetables as possible. Talk about the meaning of a county fair, the awarding of prizes, etc. Identify the prize pumpkin.
- Frame 43. Discuss the meaning of blue, red, and white ribbons as prizes. Direct attention to the smooth coat of the prize sheep and the look of delight on the face of its owner.
- Frame 44. Discuss the idea that some cattle are beef cattle from which our beefsteak comes.

- Frame 45. Note the size of the tree, the beauty of the blossoms.
- Frame 46. Note the number of apples on one tree and the type of basket used.
- Frame 47. Have children tell all the things they can think of which might be raised in a farm garden.
- Frame 48. Note how cabbages are harvested for market. Stress the large number raised as evidenced by the truck load.
- Frame 49. Talk about roadside stands which the children have seen and what was sold there.
- Frame 50. Identify the buildings. Call attention to the shadows and the loveliness of the country in the winter.

Textfilms—*Away We Go*; *Animals to Know*

The Textfilms *Away We Go* and *Animals to Know* should be used in the same way as the *City* and *Country* Textfilms. It is assumed that the detailed Manual which comes with each Textfilm will be used with the individual frames. To aid the teacher in her selection of frames for use in a particular unit, the subjects of these frames are listed below.

Away We Go

- | | | |
|--------------------|---------------------|---------------------|
| 1. Pony cart | 15. Gasoline truck | 29. Hooking mail |
| 2. Bicycle | 16. Milk truck | 30. Canoe |
| 3. Roller skates | 17. Highway safety | 31. Speedboat |
| 4. Sled | 18. Safety in fog | 32. Sailboats |
| 5. Toboggan | 19. Safety (chains) | 33. Sternwheeler |
| 6. Sleigh | 20. Snow plow | 34. Ferry boat |
| 7. Dog team | 21. Road signs | 35. Tug |
| 8. Automobiles | 22. Road signs | 36. Tug and barge |
| 9. Bus | 23. Diesel | 37. Ocean liner |
| 10. Trailer | locomotive | 38. Lighthouse |
| 11. Streetcar | 24. Train signals | 39. Iceboat |
| 12. Elevated R. R. | 25. Freight train | 40. Fishing boat |
| 13. Subway | 26. R. R. crossing | 41. Airplane hangar |
| 14. Trucks for | 27. Mail car | 42. Airmail |
| livestock | 28. Mail car | 43. Airplane |

Date Due

				Elephant
				Pelican
				Swan
				Ostrich
				Flamingo
				Peacock
				Owl
				Eagle
				Parrot
				Penguin
				Bat
				Turtle
				Armadillo

Story

in sequential order
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-ersion of each folk

When a story is
on of the Textfilm
, and children may
is shown.

tales to be found in the Literature Commission (formerly the Literature Commission) to be used by the

teacher.

No text is included on this Textfilm because it is not intended for reading purposes.

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|----------------|------------------|---------------|
| 1. Monkey | 15. Deer | 29. Elephant |
| 2. Ape | 16. Sea lion | 30. Pelican |
| 3. Ape | 17. Alligator | 31. Swan |
| 4. Kangaroo | 18. Zebra | 32. Ostrich |
| 5. Opossum | 19. Giraffe | 33. Flamingo |
| 6. Raccoon | 20. Tiger | 34. Peacock |
| 7. Skunk | 21. Tiger cub | 35. Owl |
| 8. Porcupine | 22. Lion | 36. Eagle |
| 9. Woodchuck | 23. Polar bear | 37. Parrot |
| 10. Deer mouse | 24. Black bear | 38. Penguin |
| 11. Wolf | 25. Rhinoceros | 39. Bat |
| 12. Fox | 26. Hippopotamus | 40. Turtle |
| 13. Beaver | 27. Camel | 41. Armadillo |
| 14. Panda | 28. Dromedary | |

Textfilm — *Tell Another Story*

Purpose

The purpose of this Textfilm is to present in sequential order the main incidents from five old folk tales. It is to be used to stimulate the retelling of the stories by children and to develop the ability to follow a series of events in logical order.

Use

Before the Textfilm is presented, the best version of each folk tale should be told and retold by the teacher. When a story is thoroughly familiar to the children, the portion of the Textfilm dealing with that particular story may be shown, and children may retell the story frame by frame as the Textfilm is shown.

It is suggested that the versions of the folk tales to be found in *Told Under the Green Umbrella* selected by the Literature Committee of the Association for Childhood Education (formerly the International Kindergarten Union) be the ones to be used by the teacher.

No text is included on this Textfilm because it is not intended for reading purposes.

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